

Basic Program Information

Department Name:

History

Division Name:

Business and Social Sciences

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.

Please list all Program Review team members who participated in this Program Review:

Name	Department	Position
Steve Batham	History	Full time faculty
Bill Ziegenhorn	History	Full time faculty
Konnilyn Feig	History	Full time faculty

Total number of Full Time Faculty:	4
Total number of Part Time Faculty:	8

Please list all existing Classified positions: None
Example: Administrative Assistant I

List all Programs* covered by this review & check the appropriate column for program type:

Program Name	Certificate of Achievement Program	Associate Degree Program	Pathway Program
History		AA	
History		AA-T	

* 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 (i.e. Integrated Reading and Writing, Math My Way, etc.) You will only need to address those data elements that apply.

Section 1: Data and Trend Analysis

a. Program Data:

Data will be posted on <http://foothill.edu/staff/irs/programplans/programreviewdata.php> for all measures except non-transcriptable completion. You must manually copy data in the boxes below for every degree or certificate of achievement covered by this program review.

Transcriptable Programs	2010-2011	2011-2012	2012-2013	% Change
	3	4	5	25%

Please provide any non-transcriptable completion data you have available. Institutional Research does not track this data; you are responsible for tracking this data.

Non-Transcriptable Program	2010-2011	2011-2012	2012-2013	% Change
Example: Career Certificate				
None				

If you have a non-transcriptable certificate that serves a workforce need, and/or has external certification, please provide a brief narrative explaining the industry need for this certificate, and attach any supporting data.

None

If it does not have external certification, and/or is not a workforce program, please provide a brief narrative justifying the need for a certificate that is not state approved, and attach any supporting data.

None

b. Department Level Data:

	2010-2011	2011-2012	2012-2013	% Change
Enrollment	3290	3385	3241	-4.3%
Productivity (College Goal 2013-14: 535)	622	594	547	-7.9%
Success	1867	2081	2082	0
Full-time FTEF	3.0	2.0	2.1	+5%
Part-time FTEF	1.6	3.7	4.3	+16.2%

c. Associate Degree Transfer (ADT)

There is a fall 2014 legislated deadline for approval of ADTs (AA-T/AS/T degrees). **If there is a Transfer Model Curriculum (TMC) available in your discipline/program, you are *required* to offer an approved AA-T/AS-T.** Indicate the status of your program’s ADT:

Check one	Associate Degree Transfer Status
X	State Approved
	Submitted to State Chancellor’s Office
	Submitted to Office of Instruction
	In Progress with Articulation
	Planning Stage with Department
	Not Applicable

If you are required to offer an approved ADT and it has not been state-approved, please comment on the program’s progress/anticipated approval date.

Using the prompts and the data from the tables above, provide a short, concise narrative analysis for each of the following indicators. If additional data is cited (beyond program review data sheet), please indicate your data source(s).

d. Enrollment trends: Over the last three 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 in history has decreased slightly (>5%) over the past three years. Part of the reason for that can be seen in the reduction in full time faculty; one new full time faculty began in Fall 2012, but the department still has one fully reassigned faculty member, one faculty member who was on PDL for all of 2012-13, and a faculty member who missed W2013 due to health issues. With three full time faculty teaching this year, it can be expected that the enrollments should increase. The decrease in history enrollment was actually lower than the college average decrease of 5.8%.

e. Student Demographics: Please comment on the enrollment data, comparing the program-level data with the college-level data. Discuss any noticeable differences in areas such as

There are a number of interesting differences in history enrollments. History enrollments showed that African Americans make up 8% of history students, while they are only 5% of the Foothill student body; the same is true of Latino/a students (24% of history students, 20% of all Foothill). However, the reverse is true with Asian students (22% of history students, 26% overall) and those students who declined to state ethnicity (5% of history students, 9% overall). The other ethnic groups saw differentiations of only 1%. In terms of gender, the divide between male and female students is less dramatic among history students (51% male, 49% female) than at the college as a whole (54% female, 46% male). In terms of age, history students tend to be younger overall in comparison to the Foothill demographics; only 5% of history students are in the 40+ age demographic, compared to 15% of Foothill students. Finally, history students tend to be less educated than the general Foothill population; only 7% of history students hold a degree beyond high school, while 20% of the overall Foothill student population does.

ethnicity, gender, age and highest degree.

- f. Productivity:** Although the college productivity goal is 535, there are many factors that affect productivity, i.e. seat count/facilities/accreditation restrictions. Please evaluate and discuss the productivity trends in *your program*, relative to the college goal and any additional factors that impact productivity. If your productivity is experiencing a declining trend, please address strategies that your program could adopt to increase productivity.

Productivity has not been a driving force in enrollment over the course of the past few years, as we have been chasing enrollment; as such, courses with smaller numbers have been allowed to continue where in previous years they would not. This trend is particularly evident between 2011-12 and 2012-13, when desire for WSCH was considerably higher than productivity concerns. In addition, the hiring of a new, unknown full timer, along with several part timers, meant that faculty had not had time to develop a "following" in 2012-13. There were also personnel changes (including the removal of a part time faculty member 2 weeks into the quarter) that resulted in lower numbers. Finally, due to the offering of an honors sections each quarter, history's productivity is lower than other departments since that course has a seat count of 25-30; while we do take additional students to offset that number, it is a minimal reason for lower productivity.

- g. Course Offerings:** Review the enrollment trends by course and consider the frequency, variety, demand, pre-requisites, etc. If there are particular courses that are not getting sufficient enrollment or are regularly cancelled due to low enrollment, please discuss how your program is addressing this issue.

Courses are not being cancelled due to low enrollments, although we have been limited in the specialty courses that are being offered; with the implementation of the AA-T in history, we will be offering additional specialty courses (for example, Latin American history (History 8) will be offered for the first time in five years in the winter 2014 quarter) and we will be keeping a close eye on those enrollments and degree implications.

- h. Curriculum and SLOs:** Comment on the currency of your curriculum, i.e. are all CORs reviewed for Title 5 compliance at least every five years and do all prerequisites and co-requisites undergo content review at that time? If not, what is your action plan for bringing your curriculum into compliance (Please use reports from the Curriculum Office to help you complete this prompt)?

All curriculum is in compliance and up to date; several courses, including History 19 (Japan and China) are slated for significant revision in the next year. Latin America (History 8) was completely revised this year.

- i. **Curriculum and SLOs:** What are you doing to ensure that your curriculum is congruent with the most recent developments in your discipline?

The approval of the AA-T ensured that all of the courses included in the degree were up-to-date and current in discipline. In addition, representatives from the department attended the American Historical Association Conference in New Orleans in January 2013 as well as the Organization of American Historians Conference in April 2013.

- j. **Innovation:** Please comment on any innovative initiatives within your program, this could include areas regarding sustainability, stewardship of resources, collaboration, grants and/or curriculum.

The creation of the AA-T has required a level of innovation from all the faculty involved; in addition, faculty in the department are exploring learning communities and collaboration with other departments. Learning Communities are central to the History 4 unit Honors courses

Section 2: Student Equity and Institutional Standards

As part of an accreditation requirement, the college has established institution-set standards across specific indicators that are annual targets to be met and exceeded. Please comment on how these indicators compare at your program level and at the college level. (For a complete description of the institutional standard, please see the instructional cover sheet)

a. Institutional Standard for Course Completion Rate: 55%

Please comment on your program's course success data, including any differences in completion rates by student demographics as well as efforts to address these differences.

Course success in 2012-13 was at 64%, well above the targeted completion rate and higher in the honors courses. Withdrawals were at +/- 24% (in both in person and online classes – except for honors courses), and so it is clear that keeping students after the census date will need to be an area of focus going forward.

b. Institutional Standard for Degree Completion Number: 450

Has the number of students completing degrees in your program held steady or increased/declined in the last three years? Please comment on the data, analyze the trends, including any differences in completion rates by student demographics.

The number of students completing degrees increased 25%, but the overall numbers are still low; the new AA-T may provide a boost in graduates, although given the limited numbers of our students who transfer to the CSU system (in comparison to US, UC and private institutions), it may not provide as large a boost as we would like.

c. Institutional Standard for Certificate Completion Number (Transcriptable): 325

Has the number of students completing certificates in your program held steady, or increased/declines in the last three years? Please comment on the data, analyze the trends, including any differences in completion rates by student demographics.

We do not offer certificates in history

d. Institutional Standard for Transfer to four-year colleges/universities: 775

Based on the transfer data provided, what role does your program play in the overall transfer rates? Please comment on any notable trends or data elements related to your program's role in transfer.

We believe that we have a significant number of students transfer in history each year, with many of them transferring to UC, out of state and private institutions; more hard data on this area might provide insight into why students transfer with a history degree. According to our articulation officer, only 2 students transferred to the CSU last year, and three transferred to UCLA; however, the anecdotal evidence suggests that there are more than just 2 or 3 history majors a year. In addition, many of our students major in general studies, which enables them to sample the wide range of social sciences before deciding on a major.

Section 3: Core Mission and Support

Please address all prompts that apply to your program.

Basic Skills Programs (English, ESLL and Math): For more information about the Core Mission of Basic Skills, see the Basic Skills Workgroup website: <http://foothill.edu/president/basicskills.php>

- a. Please comment on progression in sequenced courses, including ladder programs, alternative pathways and supplemental instruction. How successfully do students progress through the course sequence or pathways?**

- b. Based on your analysis of student success in these pathways, what initiatives or strategies are being considered to increase student success?**

Transfer Programs: For more information about the Core Mission of Transfer, see the Transfer Workgroup website: <http://foothill.edu/president/transfer.php>

c. Please analyze and discuss the available Transfer data regarding your programs, and

We believe that we have a significant number of students transfer in history each year, with many of them transferring to UC, out of state and private institutions; more hard data on this area might provide insight into why students transfer with a history degree. According to our articulation officer, only 2 students transferred to the CSU last year, and three transferred to UCLA; however, the anecdotal evidence suggests that there are more than just 2 or 3 history majors a year. In addition, many of our students major in general studies, which enables them to sample the wide range of social sciences before deciding on a major. We believe that the new AA-T degree, which was just approved by the CCCCO this summer, will increase those numbers to the CSUs

discuss strategies or initiatives to improve transfer rates.

d. Please analyze and discuss Articulation data regarding this program.

According to our articulation officer, only 2 students transferred to the CSU last year, and three transferred to UCLA; however, the anecdotal evidence suggests that there are more than just 2 or 3 history majors a year. We have recently had several of our courses (including the 17 series, History 8 and History 19) rearticulated with the UC system, which bodes well for our changes of continuing to articulate courses with UC in the future.

Workforce Programs: For more information about the Core Mission of Workforce, see the Workforce Workgroup website: <http://www.foothill.edu/president/workforce.php>

e. Discuss how this program continues to meet a documented labor market demand?

- f. Analyze your program in relation to other programs in our region, defined as San Mateo and Santa Clara counties.**

- g. Discuss any job placement and/or salary data available for your students after graduation.**

- h. Please analyze and comment on average salary/wage data in the region, defined as San Mateo and Santa Clara counties.**

- i. Program accreditation:** If applicable, please describe your program accreditation: the agency, the frequency of the process and the current status of the program by the accrediting body.

- j. Service to the community:** Please describe community service, outreach and special projects or initiatives that the program provides.

The history department and its students continue to volunteer at the Los Altos History House, which provided hands on experience with primary documents to our students and a valuable service through the work of professional historians in the community. In addition, we have begun to volunteer at the Museum of American Heritage in Palo Alto.

- k. Outcomes assessments:** If applicable, please describe additional means of outcomes assessment for the program, such as graduate surveys, alumni surveys, employer surveys, national and state licensing board exams, etc.

- l. Please attach minutes from your advisory board meeting(s) and discuss key issues, outcomes and action plans as a result of these meetings.**

Section 4: Learning Outcomes Assessment Summary

- a. Attach 2012-2013 Course-Level** – Four Column Report for CL-SLO Assessment from TracDat, please contact the Office of Instruction to assist you with this step if needed.
- b. Attach 2012-2013 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.

Section 5: SLO Assessment and Reflection

Based on your assessment data and reflections, please respond to the following prompts:

- a. What curricular, pedagogical or other changes have you made as a result of your CL-SLO assessments?**

We have continued to move to more structured yet analytical based assessments in all classes. There has been a distinct move away from objective (multiple choice) type exams and an emphasis on assessments that allow for more creativity and analysis. Pedagogically, there has been more focus on primary documents and sources, and their use in both assessments and in class.

- b. How do the objectives and outcomes in your courses relate to the program-level student learning outcomes and to the college mission?**

All history courses emphasis critical analysis and thinking as well as composition and communication skills (both orally and in writing), which tie directly to the program learning outcomes (*PL-SLO 1: Identify connections between specific people, groups, events and ideas and larger historical themes, developments and topics* requires critical analysis as well as the ability to communicate that information, while *PL-SLO 2: Critically analyze a variety of primary and secondary sources and draw valid historical interpretations from them* is implicit in its critical analysis skills). Because these skills are closely tied to all skills found in both transfer and basic skills, as well as to the greater global consciousness of all citizens, history is an integral part of the college's mission.

c. How has assessment of program-level student learning outcomes led to certificate/degree program improvements? Have you made any changes to your program based on the findings?

One of the major changes undertaken has been to add the AA-T to our degree offerings; while that degree has only just become available, by next year we hope to be able to demonstrate its contributions to the overall graduation and transfer rates in history. We have also brought back History 8 (Latin America) based on the implementation of the AA-T as well as a desire to improve the global awareness of our students.

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

No other assessments at the program level.

e. What do faculty in your program do to ensure that meaningful dialogue takes place in both shaping and evaluating/assessing your program's student learning outcomes?

Full time faculty in the history department meet on a regular basis to discuss both the course and program SLOs and to evaluate their efficacy in demonstrating what skills our students need to exit from our courses and program. While most of our adjunct faculty teach exclusively online, they are involved in the SLO process as well, contributing reflections and engaging in dialogue about the course and program SLOs.

f. Reviewing your most recent annual program reviews, discuss any emerging trends related to SLO reflections and any action taken.

The hiring of a new full time faculty member has increased offerings (including History 8) and has brought new energy to the department. As he completes his second phase of tenure, he is able to participate more broadly in the department and make even greater contributions. We continue to be concerned about the basic writing competencies of the students in our classes, and are pleased with the new reading and writing center on campus, as it is expected to benefit our students going forward.

g. What summative findings can be gathered from the Program Level Assessments?

Students who have more experience in history classes tend to hone their analytical and interpretive skills at a higher rate than those who take a single course. It would be interesting to see how students taking multiple social sciences courses do in this same analysis, given the similarities in skills found in many of those courses. Students who major in history (or take it as part of the general studies degree or are honors students), or who stay in the class for multiple quarters, seem to be more able to analyze and interpret than their peers that do not.

Annual Action Plan and Summary: Using the information above, list the program’s action steps, the related [Core Mission objective](#), SLO assessment data and the expected impact on student success.

Action Step	Related SLO assessment (Note applicable data)	Related ESMP Core Mission Goals (Basic Skills, Transfer, Work Force, Stewardship of Resources)	How will this action improve student learning/success?
1 Offer History 8	Critical thinking/composition and global consciousness; ability to interpret and analyze documents in history	Transfer, Equity	Students may be more interested in a history course outside of the typical European/US genre and may relate more to the information from that class.
2			
3			

Section 6: Program Goals and Rationale

Program goals address broad issues and concerns that incorporate some sort of measurable action and connect to Foothill’s core missions, [Educational & Strategic Master Plan \(ESMP\)](#), the division plan, and SLOs. Goals/Outcomes are not resource requests.

List Previous Program Goals/Outcomes from last academic year: check the appropriate status box & provide explanation in the comment box.

Goal/Outcome (This is NOT a resource request)	Completed? (Y/N)	In Progress? (Y/N)	Comment on Status
1. Improve retention and success in online courses	No	Ongoing	Success rates remained fairly constant from 2011-12 to 2012-13 (64% versus 63%); however, we saw a 3% increase in success among targeted ethnic groups and an increase in withdrawals (rather than nonsuccess) in not targeted groups.
2. Re-introduce Latin American History and Asian History	Partially	Ongoing	Latin America will be offered in Winter 2014; original plans were to offer Asian history in F2014, and that may still occur

New Goals: Goals can be multi-year (in Section 7 you will detail resources needed)

Goal/Outcome (This is NOT a resource request)	Timeline (long/short-term)	How will this goal improve student success or respond to other key college initiatives?	How will progress toward this goal be measured?
1. Increase success rates in targeted ethnic groups by 1-2%	Ongoing	This will work toward our equity goal of closing the achievement gap	Data provided by office of instruction
2. Increase success rates in online classes by 2%	Ongoing	This will work toward improving retention and success for all students in online education	Data provided by office of instruction
3. Possible introduction of new curriculum	Ongoing	Diversity of classes might attract more students from different demographics	Departmental data

Section 7: Program Resources and Support

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 6 and how this resource request supports this goal.	Was position previously approved in last 3 years? (y/n)
Full Time Faculty	Dependent on placement	New faculty might enable us to expand offerings and reduce our dependence on part time faculty	Y, a full time position was hired in 2011-12; however, this would be a second position as prioritized by the division

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

Has the program received college funding for reassign time in the last three years? (y/n)	If yes, indicate percent of time.
Has the program used division or department B-budget to fund reassign time? (y/n)	

Indicate duties covered by requested reassign time:

Responsibility	Estimated \$	Related Goal from Table in section 6 and how this resource request supports this goal.	Est hours per month	% Time

One Time B Budget Augmentation

Description	\$ Amount	Related Goal from Table in section 6 and how this resource request supports this goal.	Previously funded in last 3 years? (y/n)

Ongoing B Budget Augmentation

Description	\$ Amount	Related Goal from Table in section 6 and how this resource request supports this goal.	Previously funded in last 3 years? (y/n)

Facilities and Equipment

Facilities/Equipment Description	\$ Amount	Related Goal from Table in section 6 and how this resource request supports this goal.	Previously funded in last 3 years? (y/n)

a. Please review the goals and resource requests that were granted over the last three years and provide evidence that the resource allocations supported your goals and led to student success.

The hiring of a new full time faculty member with the ability and interest to teach the History of Latin America, as well as online and in person US history, has given the department new enthusiasm and a means by which to reach more students. Enrollments in the sections taught by the new faculty member have been solid and are growing as he develops a following; we anticipate that Latin America will be a popular class.

Section 8: Program Review Summary

Address the concerns or recommendations that were made in prior program review cycles, including any feedback from Dean/VP, Program Review Committee, etc.

Recommendation	Comments
1. Reassigned time for Davison	Still under review; reassigned time for 2014-15 won't be known until spring 2014
2. Need for additional full time faculty	Ongoing and dependent on enrollment

a. After reviewing the data, what 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, including discussions of possible learning communities with other departments both inside and outside of the division. Noting that our enrollment dropped this past year, much of the decline can be explained by personnel issues in the department that seem to have been resolved. The addition of a new faculty member, as well as the approval of the AA-T in history, has increased enthusiasm in the department; in addition, the removal of several ineffective part time faculty members has allowed for more courses to be taught by faculty that engage students and enjoy the discipline. While historians like to examine the past, the future is looking pretty bright as well ☺x

Section 9: Feedback and Follow Up

This section is for the Dean to provide feedback.

a. Strengths and successes of the program as evidenced by the data and analysis:

The Foothill College History Program continues to be a strong discipline serving the needs of students with excellent instruction in both face to face and online formats. The program has added a new full time faculty member in 2012 and also has an approved ADT which will serve the needs of transfer students and capture new degrees that traditionally students would not attain before transferring. The program has been a leader in online instruction and continues to serve many students in this format. Program productivity is above the college goal and will continue to remain at this level going forward. Curriculum and SLOs are up to date and updated classes such as History 8 and 19 will add diversity to the course schedule going forward.

b. Areas of concern, if any:

No areas of concern. The program has the potential to increase its degree completion with the ADT and anecdotal information from students indicate we may see an increase this year and next.

c. Recommendations for improvement:

The program should continue to grow and serve many students going forward. The program can add depth by offering California History online and possibly an honors section of 17A.

This section is for the Vice President/President to provide feedback.

d. Strengths and successes of the program as evidenced by the data and analysis:

The faculty continue to innovate and excel, and there is strong enrollment in the program. The new ADT will likely lead to an increase in degree attainment.

e. Areas of concern, if any:

As noted in the dean's comments, the program is doing quite well and there are no real concerns.

f. Recommendations for improvement:

g. Recommended Next steps:

- Proceed as planned on program review schedule
- Further review/Out of cycle in-depth review

Upon completion of section 9, the Program Review should be returned to department faculty and staff for review, then submitted to the Office of Instruction and Institutional Research for public posting. See timeline on Program Review Cover Sheet.

Unit Course Assessment Report - Four Column

Foothill College

Department - History (HIST)

Mission Statement: 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.

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
<p>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))</p> <p>Course-Level SLO Status: Active</p>	<p>Assessment Method: Research paper Assessment Method Type: Research Paper</p>		
<p>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))</p> <p>Course-Level SLO Status: Active</p>	<p>Assessment Method: Students will present historical analysis on a topic in California history. Assessment Method Type: Case Study/Analysis Target for Success: 80% of students will successfully complete the assignment.</p>		
<p>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))</p> <p>Course-Level SLO Status: Active</p>	<p>Assessment Method: Students will complete an essay in class demonstrating ability to relate patterns and events. Assessment Method Type: Essay/Journal Target for Success: 80% of students will successfully complete essay.</p>		

Course-Level SLOs	Means of Assessment & Targets for Success / 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>Course-Level SLO Status: 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>Course-Level SLO Status: 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>Course-Level SLO Status: 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>Course-Level SLO Status:</p>			

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
<p>Active</p> <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>Start Date: 04/04/2011</p> <p>End Date: 05/27/2011</p> <p>Course-Level SLO Status: Active</p>	<p>Assessment Method: 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>Assessment Method Type: Research Paper</p> <p>Target for Success: 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>Course-Level SLO Status: Active</p>	<p>Assessment Method: 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 ? http://www.fordham.edu/halsall/ancient/14resgestae.html http://classics.mit.edu/Augustus/deeds.html ? What self-image did Augustus wish to project in his new public buildings and monuments?</p>		

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
	<p>? What were Augustus' goals? At home with the behavior of the people. And then with the Senate? the Army ?</p> <p>? How did Augustus administer the provinces? Was it better than before</p> <p>? What major legacies did he leave?</p> <p>? What major legacies did he leave? How does Virgil praise Augustus in his Aeneid?</p> <p>? How does Augustus portray his seizure of power at the start and end of his Achievements?</p> <p>? How did Augustus maintain the goodwill of the lower classes after excluding them from politics?</p> <p>? Finally, was he a great man?</p> <p>Assessment Method Type: Research Paper</p> <p>Target for Success: 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>Course-Level SLO Status: 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>Course-Level SLO Status: Active</p>			

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
<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, political and intellectual developments in early American history. (Created By Department - History (HIST))</p> <p>Course-Level SLO Status: Active</p>	<p>Assessment Method: Objective test at end of class to measure level of factual knowledge of significant people and developments</p> <p>Assessment Method Type: Exam - Course Test/Quiz</p> <p>Target for Success: 80% pass rate on objective part of exam</p>	<p>10/10/2013 - 44 students enrolled in the class by the date of the final, but 7 did not take the final exam. Of the 37 who completed the exam, 33 passed the objective portion of the exam, resulting in a 89% success rate.</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2012-2013</p>	<p>10/10/2013 - Will continued to emphasize to students the importance of regular attendance and personalized study skills.</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>Course-Level SLO Status: Active</p>	<p>Assessment Method: 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>Assessment Method Type: Research Paper</p> <p>Target for Success: 80% pass rate for students completing the project</p>	<p>10/10/2013 - Out of 44 students enrolled, 34 completed the project and 24 received a passing grade for a 71% success rate. Of the 10 that did not receive a passing grade, 6 would have passed based on their finished project but they received deductions that brought them below a passing grade. If these students had completed the assignment on time, the class would have had an 88% success rate.</p> <p>Result: Target Not Met</p> <p>Year This Assessment Occurred: 2012-2013</p>	<p>10/10/2013 - In my observations, the biggest problem was that students waited until the deadline to start on the project. Future projects will include several smaller steps/assignments that will lead them towards completion of the final paper earlier in the quarter.</p>

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
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>Assessment Method: 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>Assessment Method Type: Exam - Course Test/Quiz</p> <p>Target for Success: 80% pass rate on essay portion of final</p>	<p>10/10/2013 - Of the 44 students enrolled, 8 did not take the final and 34 passed the essay portion of the test, resulting in a 94% success rate.</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2012-2013</p>	<p>10/10/2013 - Continue to reinforce analysis of historical events in their similarities and differences with current events and patterns.</p>
<p>Course-Level SLO Status: Active</p>			

Course-Level SLOs	Means of Assessment & Targets for Success / 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>Course-Level SLO Status: Active</p>	<p>Assessment Method: Objective test at end of class to measure level of factual knowledge of significant people and developments</p> <p>Assessment Method Type: Exam - Course Test/Quiz</p> <p>Target for Success: High percentage of students receive passing grade on objective portion of test</p>	<p>10/10/2013 - Of the 28 students enrolled, 6 did not take the final. Of the 22 who did take the final, 17 passed the objective part of the exam for a 77% success rate.</p> <p>Result: Target Not Met</p> <p>Year This Assessment Occurred: 2012-2013</p>	<p>10/10/2013 - Will continue to emphasize the importance of regular attendance and effective study skills.</p> <hr/>
<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>Course-Level SLO Status: Active</p>	<p>Assessment Method: 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>Assessment Method Type: Research Paper</p> <p>Target for Success:</p>	<p>10/10/2013 - Out of 28 students enrolled, 8 did not complete the project. Of the 20 who did complete the essay, 16 received a passing grade for an 80% success rate. Of the 4 that did not receive a passing grade, all 4 would have passed based on their finished project but they received deductions that brought them below a passing grade. If these students had completed the assignment on time, the class would have had a 100% success rate.</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2012-2013</p>	<p>10/10/2013 - In my observations, the biggest problem was that students waited until the deadline to start on the project. Future projects will include several smaller steps/assignments that will lead them towards completion of the final paper earlier in the quarter.</p> <hr/>

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
	Majority of students score 3 or higher on 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>Assessment Method: 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>Assessment Method Type: Essay/Journal</p>	<p>10/10/2013 - Of the 28 students enrolled, 6 did not take the final and 18 passed the essay portion of the test, resulting in a 82% success rate.</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2012-2013</p>	<p>10/10/2013 - Continue to reinforce analysis of historical events in their similarities and differences with current events and patterns.</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>Course-Level SLO Status: Active</p>			

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
	<p>Target for Success: Majority of students will score a 3 or higher on this assessment.</p>		
<p>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))</p> <p>Start Date: 04/09/2012 End Date: 06/29/2012 Course-Level SLO Status: Active</p>	<p>Assessment Method: Objective test at end of class to measure level of factual knowledge of significant people and developments Assessment Method Type: Exam - Course Test/Quiz Target for Success: Majority of students achieve satisfactory score on portion of final related to this outcome.</p>	<p>10/10/2013 - Of the 42 students enrolled, 7 did not take the final. Of the 35 who did take the final, 33 passed the objective part of the exam for a 94% success rate. Result: Target Met Year This Assessment Occurred: 2012-2013</p>	<p>10/10/2013 - Will continue to emphasize the importance of regular attendance and effective study skills as a path to academic success.</p>
<p>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))</p> <p>Start Date: 04/09/2012 End Date: 06/29/2012 Course-Level SLO Status: Active</p>	<p>Assessment Method: 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>10/10/2013 - Out of 42 students enrolled, 8 did not complete the project. Of the 34 who did complete the essay, 23 received a passing grade for a 67% success rate. Of the 11 that did not receive a passing grade, 6 would have passed based on their finished project but they received deductions that brought them below a passing grade. If these students had completed the assignment on time, the class would have had a 82% success rate. Result: Target Not Met Year This Assessment Occurred: 2012-2013</p>	<p>10/10/2013 - In my observations, the biggest problem was that students waited until the deadline to start on the project. Future projects will include several smaller steps/assignments that will lead them towards completion of the final paper earlier in the quarter.</p>

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
	<p>1 -- essay does not present thesis or supports thesis with generalities rather than any details or examples</p> <p>Assessment Method Type: Essay/Journal</p> <p>Target for Success: 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>Assessment Method: 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>10/10/2013 - Of the 42 students enrolled, 7 did not take the final and 33 passed the essay portion of the test, resulting in a 94% success rate.</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2012-2013</p>	<p>10/10/2013 - Continue to reinforce analysis of historical events in their similarities and differences with current events and patterns.</p>
<p>GE - sophisticated critical comparison of past to present conditions requires considerable analytical thinking (Created By Department - History (HIST))</p> <p>Start Date: 04/09/2012</p> <p>End Date: 06/29/2012</p> <p>Course-Level SLO Status: Active</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>		

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
	<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>Assessment Method Type: 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>Course-Level SLO Status: Active</p>	<p>Assessment Method: 7-10 page research paper on a significant figure in Islamic history from 700 to 1900.</p> <p>Assessment Method Type: Research Paper</p> <p>Target for Success: 80% of students will complete the paper with a grade of C or higher.</p>	<p>07/19/2013 - Students were given the option of writing a paper on a significant figure within Islamic history from the beginning of the movement to the 19th century; most chose political leaders or cultural icons such as Rumi. Of the 31 students who completed the paper, all 31 successfully received a C grade or higher, with one student receiving a downgrade because the paper was a week late.</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2012-2013</p> <p>GE/IL-SLO Reflection: Critical analysis and thinking, as well as communication, were required to complete this assignment.</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>Course-Level SLO Status: Active</p>	<p>Assessment Method: 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>Assessment Method Type: Research Paper</p> <p>Target for Success: 80% of students will complete the paper with a grade of C or higher.</p>	<p>07/19/2013 - Students were asked to research and compose a paper on the involvement of the West (including the United States) in Middle Eastern politics in the 19th and 20th centuries. The two major topics focused on were the exploitation of oil and the creation of the state of Israel. Of the 29 students who completed the paper, all 29 were successful in receiving a C or higher; this class is for more advanced students, and so the quality of work tends to be at a second year or later level.</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred:</p>	

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		2012-2013 GE/IL-SLO Reflection: Topic and resultant research and writing ties to both critical analysis and communication.	
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)) Assessment Cycles: End of Quarter Course-Level SLO Status: 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)) Course-Level SLO Status: Active			
Department - History (HIST) - HIST 20 - HISTORY OF RUSSIA & THE SOVIET UNION - SLO 1 - Rise of Russia - Analyze the rise of Russia from a tribal society to a world power. (Created By Department - History (HIST)) Course-Level SLO Status: Active	Assessment Method: Essay exam question regarding the rise of Russia in the 17th and 18th centuries. Assessment Method Type: Exam - Course Test/Quiz Target for Success: 80% of students will successfully complete the exam question.	04/01/2013 - Students were required to submit an essay exam on the rise of Russia to a European 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. Result: Target Met Year This Assessment Occurred: 2012-2013 GE/IL-SLO Reflection: This question reflects a level of critical analysis and thinking.	

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
<p>Department - History (HIST) - HIST 20 - HISTORY OF RUSSIA & 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>Course-Level SLO Status: Active</p>	<p>Assessment Method: 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>Assessment Method Type: Research Paper</p> <p>Target for Success: 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>Result: Target Met</p> <p>Year This Assessment Occurred: 2012-2013</p> <p>GE/IL-SLO Reflection: This assignment speaks to both communication skills and critical analysis/thinking.</p>	
<p>Department - History (HIST) - HIST 20 - HISTORY OF RUSSIA & 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>Course-Level SLO Status: Active</p>	<p>Assessment Method: Students will evaluate the significance of an individual in the Russian Revolution in an analytical research biography.</p> <p>Assessment Method Type: Research Paper</p> <p>Target for Success: 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>Result: Target Met</p> <p>Year This Assessment Occurred: 2012-2013</p> <p>GE/IL-SLO Reflection: 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>Assessment Method: Students will assess the impact of Roman civilization and analyze its impact on world history.</p> <p>Assessment Method Type: 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</p>	

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
<p>Course-Level SLO Status: Active</p>	<p>Target for Success: 85% of students will successfully complete the research paper.</p>	<p>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. Result: Target Met Year This Assessment Occurred: 2012-2013 GE/IL-SLO Reflection: Communication and critical/analytical thinking.</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 writing (Created By Department - History (HIST))</p> <p>Course-Level SLO Status: Active</p>	<p>Assessment Method: Students will write an analytical biography of one of the major figures in ancient world history. Assessment Method Type: Research Paper Target for Success: 85% of students will successfully complete the assignment.</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 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% Result: Target Met Year This Assessment Occurred: 2012-2013 GE/IL-SLO Reflection: Students focused on areas within communication and analytical thinking in order to successfully complete this assignment.</p>	
<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</p>	<p>Assessment Method: 7-10 page research paper on a movement in Europe between 1300-1600. Assessment Method Type: Research Paper</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%)</p>	

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
<p>Western Civilization in writing (Created By Department - History (HIST))</p> <p>Course-Level SLO Status: Active</p>	<p>Target for Success: 80% of students will complete the paper with a grade of C or higher.</p>	<p>successfully completed the assignment.</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2012-2013</p> <p>GE/IL-SLO Reflection: This paper allows students to develop critical analysis of the reasons for the change.</p>	
<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>Course-Level SLO Status: Active</p>	<p>Assessment Method: 7-10 page research paper on a major figure in European history between 750-1300.</p> <p>Assessment Method Type: Research Paper</p> <p>Target for Success: 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>Result: Target Met</p> <p>Year This Assessment Occurred: 2012-2013</p> <p>GE/IL-SLO Reflection: The assignment demonstrates both communication and critical analysis skills.</p>	
<p>Department - History (HIST) - HIST 4C - HISTORY OF WESTERN CIVILIZATION 1789-PRESENT - SLO 1 - 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>Course-Level SLO Status: Active</p>	<p>Assessment Method: Students will research the topic of imperialism and its impacts in 19th and 20th century world history.</p> <p>Assessment Method Type: Research Paper</p> <p>Target for Success: 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 2 - Synthesis and</p>	<p>Assessment Method: 7-10 page research paper analyzing the</p>	<p>07/19/2013 - Students were required to complete a research paper focusing on the impact of the</p>	

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
<p>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>Course-Level SLO Status: Active</p>	<p>Russian Revolution. Assessment Method Type: Research Paper Target for Success: 80% of students will complete the paper with a grade of C or higher.</p>	<p>Russian Revolution on Russia and Europe. For the purposes of the paper this year, the dates of the paper were expanded to include the 1905 Revolution through to the emergence of Stalin. With this more loose interpretation of dates, students engaged in far greater areas of research, including an interest in the roles of women and of propaganda. Of the 34 students who chose this as their topic, 32 of them successfully completed the paper. Extensive discussion of the topic prior to the due date, as well as suggested readings provided in advance, also contributed to the success rates, as did the providing of multiple copies of the instructions. Result: Target Met Year This Assessment Occurred: 2012-2013 GE/IL-SLO Reflection: Paper topic required extensive research and critical analysis, thus resulting in critical thinking on the part of the student.</p>	
<p>Department - History (HIST) - HIST 4C - HISTORY OF WESTERN CIVILIZATION 1789-PRESENT - SLO 3 - 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>Course-Level SLO Status: Active</p>	<p>Assessment Method: 7-10 page research paper on a significant European figure in the 19th century. Assessment Method Type: Research Paper Target for Success: 80% of students will complete the paper with a grade of C or higher.</p>	<p>07/19/2013 - Students completed an analytical research paper on an individual in 19th century European history. This year the paper topic was expanded to allow for an individual who had an impact on European life (such as Dorothea Dix), rather than just a European, and this seemed to spur on additional research interests. Of the 41 papers submitted, 38 of them received passing grades, more than meeting the required target. Having the students discuss their topics ahead of time, as well as providing multiple copies of the instructions (in the syllabus and on the rubric), also contributed to a high success rate. Result: Target Met Year This Assessment Occurred: 2012-2013</p>	

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		<p>Resource Request: None</p> <p>GE/IL-SLO Reflection: As an analytical assignment, this paper required critical thinking and analysis.</p> <p>GE/IL-SLO Reflection: As an analytical assignment, this paper required critical thinking and analysis.</p>	
<p>Department - History (HIST) - HIST 4C - HISTORY OF WESTERN CIVILIZATION 1789-PRESENT - SLO 4 - 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>Course-Level SLO Status: Active</p>	<p>Assessment Method: 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>Assessment Method Type: Exam - Course Test/Quiz</p> <p>Target for Success: 85% of students will successfully complete essay question with a grade of C or higher.</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>Course-Level SLO Status: Active</p>	<p>Assessment Method: Students will compose a research paper analyzing specific countries or themes as assigned.</p> <p>Assessment Method Type: Research Paper</p> <p>Target for Success: 85% pass rate on submitted papers.</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</p>	<p>Assessment Method: Students will assess the major challenges and themes of specific regions during specific time periods.</p> <p>Assessment Method Type: Research Paper</p> <p>Target for Success:</p>		

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
problems in a specified region during a designated time period in writing (Created By Department - History (HIST))	85% of students will successfully complete assignment with a passing grade.		
Course-Level SLO Status: Active			
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))	Assessment Method: Students will analyze historical questions and formulate questions of their own, in writing. Assessment Method Type: Case Study/Analysis Target for Success: 85% of students will successfully create historical questions.		
Course-Level SLO Status: Active			
Department - History (HIST) - HIST 4CH - HONORS HISTORY OF WESTERN CIVILIZATION - SLO - Individual Impact - Evaluate the role of the individual in the 20th Century history of Europe (Created By Department - History (HIST))			
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))	Assessment Method: Student will present topic mutually agreed upon to other students in the class. Assessment Method Type: Presentation/Performance Target for Success: 100% of students who participate will successfully present a topic.		
Course-Level SLO Status: Active			
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))	Assessment Method: Students will compose an analytical research paper on a mutually agreed upon topic. Assessment Method Type: Research Paper Target for Success: 90% of students will successfully complete		
Course-Level SLO Status: Active			

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
	assignment.		
<p>Department - History (HIST) - HIST 54H - HONORS INSTITUTE SEMINAR IN HISTORY - Research Skills - Improve research skills (Created By Department - History (HIST))</p> <p>Course-Level SLO Status: Active</p>	<p>Assessment Method: Students will research a mutually agreed upon topic in history and present results in written form.</p> <p>Assessment Method Type: Research Paper</p> <p>Target for Success: 90% of students will successfully complete assignment.</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>Course-Level SLO Status: Active</p>			
<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>Course-Level SLO Status: 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>Course-Level SLO Status: Active</p>			

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
<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>Course-Level SLO Status: 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>Course-Level SLO Status: 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 class a researched and evaluative examination of an assigned country or theme by lecture or shared paper. (Created By Department - History (HIST))</p> <p>Course-Level SLO Status: Active</p>	<p>Assessment Method: Students will examine and analyze the role of an assigned country through a research paper.</p> <p>Assessment Method Type: Research Paper</p> <p>Target for Success: 80% of students will successfully complete the paper.</p>	<p>10/10/2013 - Of 21 students enrolled, 19 successfully completed the paper -- 90%.</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2012-2013</p> <p>GE/IL-SLO Reflection: Communication and Critical Analysis.</p>	
	<p>Assessment Method: The student will be able to complete significant assessment of 3 major issues by their choice in a 15 page paper in a designed format.</p> <p>Assessment Method Type: Exam - Standardized</p> <p>Target for Success: Completion of the paper in format with range of analytical focus with a Grade of A</p>		

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
<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>Course-Level SLO Status: Active</p>	<p>Assessment Method: Students will compose an analytical biography of an individual in contemporary European history.</p> <p>Assessment Method Type: Essay/Journal</p> <p>Target for Success: 80% of students will successfully complete the paper.</p>	<p>10/10/2013 - Of 21 students enrolled, 20 successfully completed the essay.-- 95%.</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2012-2013</p> <p>GE/IL-SLO Reflection: Communication and Critical Analysis.</p>	
	<p>Assessment Method: Students will compose an analytical biography of an individual in contemporary European history.</p> <p>Assessment Method Type: Essay/Journal</p> <p>Target for Success: 80% of students will successfully complete the essay.</p>		
	<p>Assessment Method: In careful preplanned seminar discussions, students will be able to speak to, explain, and analyze the impact of 1 leader in Eastern Europe since WWII by previous leader selection.</p> <p>Assessment Method Type: Discussion/Participation</p> <p>Target for Success: Comprehensive, analytical, clear exposition with seminar participants understanding and response.</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 20th Century Europe and the impact on contemporary Europe. (Created By Department - History (HIST))</p>	<p>Assessment Method: Students will complete a research paper analyzing the impact of World War II on contemporary Europe.</p> <p>Assessment Method Type: Research Paper</p> <p>Target for Success: 80% of students will successfully complete</p>	<p>10/10/2013 - Of the 15 students enrolled, 15 completed the paper successfully. 100%</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2012-2013</p> <p>GE/IL-SLO Reflection:</p>	

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
<p>Course-Level SLO Status: Active</p>	<p>the research paper.</p> <p>Assessment Method: The student will</p> <p>Assessment Method Type: Presentation/Performance</p> <p>Assessment Method: In written 15 page ending paper focusing on analysis of 3 selected issues according to designed format, thorough and documented research, and clear and thoughtful conclusions.</p> <p>Assessment Method Type: Exam - Standardized</p> <p>Target for Success: Completion at A level of 90% of students in this 20 person seminar</p>	<p>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 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>Start Date: 10/10/2013</p> <p>Course-Level SLO Status: Active</p>	<p>Assessment Method: Students will write a research paper examining the assigned country or theme.</p> <p>Assessment Method Type: Research Paper</p> <p>Target for Success: 80% of students will successfully complete the research paper.</p>	<p>10/10/2013 - Of 18 students enrolled, 18 successfully completed the paper -- 100%.</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2012-2013</p> <p>GE/IL-SLO Reflection: 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>Assessment Method: Students will complete an essay assessing the challenges of 20th century European society.</p> <p>Assessment Method Type: Essay/Journal</p> <p>Target for Success: 80% of students will successfully complete the research paper.</p>	<p>10/10/2013 - Of 18 students enrolled, 18 successfully completed the paper -- 100%.</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2012-2013</p> <p>GE/IL-SLO Reflection: Communication and Critical Analysis.</p>	

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
<p>Course-Level SLO Status: Active</p>	<p>Assessment Method: Students will complete an essay assessing the challenges of 20th century European society. 80% of students will successfully complete the research paper.</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 20th Century history in writing. (Created By Department - History (HIST))</p> <p>Course-Level SLO Status: Active</p>	<p>Assessment Method: Students will compose an analytical biography of an individual in contemporary European history.</p> <p>Assessment Method Type: Research Paper</p> <p>Target for Success: 80% of students will successfully complete the research paper.</p>		

Unit Assessment Report - Four Column

Foothill College

Program (BSS-HIST) - History AA

PL-SLOs	Means of Assessment & Target / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
<p>Program (BSS-HIST) - History AA - 1 - Identify connections between specific people, groups, events and ideas and larger historical themes, developments and topics.</p> <p>SLO Status: Active</p>	<p>Assessment Method: Exam essay questions / written assignment</p> <p>Assessment Method Type: Exam - Course Test/Quiz</p> <p>Target: Students who have completed two or more courses in the program will perform better than students who have completed only one course in the program.</p>	<p>11/25/2013 - in examining students who have taken at least two of the sequential courses (17 or 4) or two or more online classes versus those who were single history course takers, overall students who had completed more than one course were more successful and demonstrated greater proficiency than those students who had only taken one history course. This was particularly clear in the sequential courses, where students who took the courses in order were able to make connections that students with only one course were not able to make.</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2012-2013</p> <p>GE/IL-SLO Reflection: The college's GE/IL-SLO of critical analysis is clearly met by the program and particularly met by this program learning outcome.</p>	
<p>Program (BSS-HIST) - History AA - 2 - Critically analyze a variety of primary and secondary sources and draw valid historical interpretations from them.</p> <p>SLO Status: Active</p>	<p>Assessment Method: Survey students who have taken two or more history courses in the program to assess their proficiency with this skill.</p> <p>Assessment Method Type: Survey</p> <p>Target: Students who have completed two or more courses in the program will express proficiency with this skill.</p>	<p>11/25/2013 - Comparing students who took the sequence of history courses (4 or 17) versus those who only took one class indicated that students who took multiple classes were more able to interpret data and make informed interpretations based on that data. While there were students that were able to do so based on a single course taken, the majority of students who demonstrated high levels of proficiency had taken more than one history course, and were able to provide not only valid interpretation of the data but extensive reasoning and analysis behind that interpretation.</p> <p>Result:</p>	

PL-SLOs	Means of Assessment & Target / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		<p>Target Met</p> <p>Year This Assessment Occurred: 2012-2013</p> <p>GE/IL-SLO Reflection: Critical analysis remains one of the most essential of the four Cs, and the history department PLOs demonstrate the focus on that for our students.</p>	