Introduction to The Program Review Process for Instructional Programs

Program Review at Foothill College

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, Math My Way are reviewed annually using this template, 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. Administrator's comments/reflection/next steps

Foothill College Program Review Cycle:
2011-2012 All academic programs participate in an annual program review
2012-2013 1/3 of academic programs participate in comprehensive review, remaining 2/3 of
        programs update their annual program review

Contact: Office of Instruction and Institutional Research, 650-949-7240
Instructions: Complete this template with data on any degree, certificate, or pathway your department offers. Return the completed form to your Dean on the last day of Fall quarter.
Website: http://foothill.edu/staff/irs/programplans/index.php
2011-2012 Submission Deadline:
All program review documents are due to Deans by December 16

Basic Program Information

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:

Name	Department	Position
Dolores Davison	History	Professor
Konnilyn Feig	History	Professor
Bill Ziegenhorn	History	Professor

Programs* covered by this review

Program Name	Program Type (A.S., C.A., Pathway, etc.)	Units**
History	A.A.	36

*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. If you have certificates that are 27 or more units that are not state approved, please indicate your progress on gaining state approval, with the tentative timeline for approval, or your plan for phasing out the certificate.

Section 1. Data and Trend Analysis

1.1. Program 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.

Transcriptable Program	2008-2009	2009-2010	2010-2011	% Change
See Attached				

Please provide any non-transcriptable completion data you have available.

Non-Transcriptable Program	2008-2009	2009-2010	2010-2011	% Change

1.2 Department Data

Dimension	2008-2009	2009-2010	2010-2011	% Change
Enrollment				
Productivity (Goal: 546)				
Success				
Full-time FTEF				
Part-time FTEF				
Full-time Staff				
Part-time Staff				

Department Course Data

	2008-2009			2009-2010			2010-2011		
Course	Enroll.	Prod.	Success	Enroll.	Prod.	Success	Enroll.	Prod.	Success
Ex. ART 1									
Ex. ART 2									

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

1. 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.
   - History enrollments have stayed fairly consistent; there has been a slight dip in productivity due to the absence of one full time faculty member who is fully released for

other duties. The recent retirement of another full time faculty member has also resulted in a reduction in class sections.

2. Completion Rates (Has the number of degrees/certificates held steady, or increased or declined in the last three years? Please comment on the data and analyze the trends.
    a. AA, AS, transcriptable certificates
    b. Local, non-State approved certificates
    c. Certificates less than 27 units: All certificates less than 27 units 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.
    - The number of degrees is quite low, in large part because of the need to take the GE pattern to achieve a degree. The possible introduction of a SB 1440 degree may change this.

3. Productivity: The college productivity goal is 546. (Please analyze the productivity trends in your program and explain factors that affect your productivity, i.e. GE students, size restrictions)
    - Productivity is slightly below the desired college levels for several reasons. One, online enrollments are high, and those productivity levels are consistently lower than those for face to face courses. Second, relying on part time faculty for many classes (due to release time) has meant that some courses are not offered as often or as in person courses. Third, the offering of honors seminars each quarter mean that one full time faculty course is, by definition, under productive due to lower seat counts. Finally, the hiring of new and unknown adjuncts has prevented some students from signing up for courses due to concerns about those faculty.

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?)
    - Specialty courses (those that are not the US or Western Civ survey classes) have been offered less frequently than in the past, in part because of demand and in part because of the absence of faculty to teach those courses. We continue to offer Honors courses every quarter, and they consistently are well reviewed.

5. Curriculum and SLOs
    a. Comment on the currency of your curriculum, i.e. are all 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?
        o Our curriculum is currently up to date. The absence of Asian History in the last three years of scheduling has prevented us from being able to conduct SLO assessments on that course. The other class which is currently being assessed in History 36.

    b. Comment on program mapping and how it ties to the college Mission(s).

- o History is a transfer program that offers crucial analytical and writing skills.
  c. Identify any other programs with which your program has overlap, and comment on the purpose of the overlap.
    - o Programs such as political science, economics, WMN, and art all overlap with our program, and history courses are part of the core of majors including humanities, international business, and others.
  d. Comment on any recent developments in your discipline which might require modification of existing curriculum and/or the development of new curriculum?
    - o History is ever changing, and the historians at Foothill are well aware of the need to remain current in the field.
  e. Do all of the courses in your program have SLOs identified? Do all programs have program-level student learning outcomes? If not, what is your plan for completing these?
    - o Except where noted above, all SLOs have been identified and assessed. Program Level Learning Outcomes have also been completed.
6. Basic Skills Programs (Please describe your Program's connection to this core mission, if applicable):
7. Transfer Programs: Articulation (Please describe your Program's connection to this core mission, if applicable)
   • History is fully transferable and history courses are central to IGETC and other GE patterns.
8. CTE Programs: Labor/Industry Alignment (Please describe your Program's connection to this core mission, if applicable)

Section 2. Learning Outcomes Assessment Summary

2.1. Attach 2010-2011 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 2010-2011 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
What findings can be gathered from the Course Level Assessments?

Writing continues to be an issue for many students due to a lack of preparation and unfamiliarity with writing college level papers.

What curricular changes or review do the data suggest in order for students to be more successful in completing the program?

Continued emphases on writing, especially in class, and possible examination of prerequisites for courses. Full time faculty also need to ensure that part time faculty are assigning sufficient writing in their courses.

How well do the CL-SLOs reflect the knowledge, skills, and abilities students need in order to succeed in this program?

Emphasis on writing in history courses is essential, and the SLOs demonstrate that very well.

How has assessment of course-level student learning outcomes led to improvement in student learning in the program?

Awareness of the issues surrounding writing led to more writing focused SLOs, which has in turn increased the amount of writing (both short and long length assignments) that students are required to complete.

2.3.b Program-Level SLO

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.

How has assessment of program-level student learning outcomes led to certificate/degree program improvements?

The introduction of the SB 1440 TMC degrees may lead to improvements in the number of students who transfer but also take an AA-T in history at Foothill.

2.4 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 Increase the number of students graduating with degrees in history by creating a TMC degree in history	All above	Transfer	Students with AAs statistically earn more money than those without, and will have the skills needed for both four year college/university work as well as workforce.

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 Program relation to college mission/core missions

The department mission supports the development of a community of scholars, celebrates diversity in its emphasis on multicultural contributions to history, and engageds wholeheartedly in the search for truth and meaning in the patterns of the past. emphasis on multicultural contributions to history, and engages wholeheartedly in the search community of scholars, celebrates diversity in its emphasis on multicultural contributions to history, and engages wholeheartedly in the search for truth and meaning in the patterns of the past.

3.2 Previous Program Goals from last academic year

Goal	Original Timeline	Actions Taken	Status/Modifications
1 Improve retention in online sections	Ongoing	Faculty participated in faculty development activities designed to aid in retention and initiated the required weekly academically relevant activities into classes	Retention appears to be fairly static, but many changes have only been implemented for a quarter or less.
2 Increase enrollment in focused (as opposed to survey) classes	Ongoing	Due to budget cuts, focused class sections have been reduced in favor of more broadly enrolled survey courses	This goal will remain intact but may have to be modified further due to budget constraints.
3 Work with faculty in other departments to develop collaborative learning communities	Ongoing	Work continues to link history classes with natural partners, particularly in Language Arts and Fine Arts.	None

3.3 New Goals: Goals can be multi-year

Goal	Timeline (long/short-term)	Supporting Action Steps from section 2.4 (if applicable)	How will this goal improve student success or respond to other key college initiatives
1 Increase retention and success among underrepresented students	Ongoing/long term		Will allow more students to transfer and/or graduate with AA degree in history
2 Integrate new faculty hire into the department	Ongoing/long term		New faculty member will allow for more sections and different course offerings, appealing to a broader range of students

Section 4: Program Resources and Support

4.1 Using the tables below, summarize your program's resource requests.

Full Time Faculty and/or Staff Positions

Position	$ Amount	Related Goal from Table in section 3.3	Possible funding sources (Lottery, Measure C, Basic Skills, Perkins, etc.)
Full time faculty member	1 FTEF	Integration of new faculty member	Fund 14

Reassigned Time

Position	$ Amount	Related Goal from Table in section 3.3	Possible funding sources (Lottery, Measure C, Basic Skills, Perkins, etc.)
N/A			

B Budget Augmentation

B Budget FOAP	$ Amount	Related Goal from Table in section 3.3	Possible funding sources (Lottery, Measure C, Basic Skills, Perkins, etc.)
N/A			

Facilities and Equipment

Facilities/Equipment Description	$ Amount	Related Goal from Table in section 3.3	Possible funding sources (Lottery, Measure C, Basic Skills, Perkins, etc.)
N/A			

One-time/Other: (Release time, training, etc.?

Description	$ Amount	Related Goal from Table in section 3.3	Possible funding sources (Lottery, Measure C, Basic Skills, Perkins, etc.)
Continued training with online resources	Dependent on faculty participation	All	

Section 5: Program Strengths/Opportunities for Improvement

5.1 Use the matrix provided below and, reflect on the program relative to students' needs, briefly analyze the program's strengths and weaknesses and identify opportunities and challenges to the program. Consider external and internal factors, such as demographic, economic, educational, and societal trends. Some considerations may include current and future demand for the program, similar programs at other comparable institutions, and potential auxiliary funding.

	INTERNAL FACTORS	EXTERNAL FACTORS
Strengths	Excellent faculty who are dedicated to their students, and support from the administration for the program.	Interest in history continues to increase with the proliferation of media coverage on historical events.
Weaknesses	With a faculty member going on PDL in the 2012-3 year, and the potential continued service of another at the statewide level, it is possible that there will only be one full time faculty member in the department next year (dependent on the hiring of a new faculty member).	Students are often convinced that history is boring or unimportant due to their experiences in K-12education; they come to college expecting the same, including all multiple choice exams and no reading.
Opportunities	Outreach with local groups (The Los Altos History House) has provided more students the opportunities to do informal internships in history. The hire of a new faculty member will infuse new ideas and scholarship into the department.	Interest in history is growing as the community ages, and scholarship and internship opportunities exist.
Threats	The state of the budget threatens all programs.	Funding for a subject such as history (which does not automatically lead to a job) is always in danger.

5.2 Are there any critical issues you expect to face in the coming year? How will you address those challenges? The budget crisis continues to be a concern, and if we fail to hire a full time historian this year, the program will need to be greatly reduced.

5.3 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

5.4 Address the concerns or recommendations that were made in prior program review cycles. Retention continues to be a concern, although retention rates are consistent with other online social science classes. In person classes also appear to be consistent.

5.5 After reviewing the data, what strengths or positive trends would you like to highlight about your program? History remains one of the most important subjects for students to study, and that is clearly stated by numerous statewide leaders (including the CCC Chancellor, himself a historian, and our college president!)

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: Excellent analysis of the program a good review of your strengths and opportunities.

6.2 Areas of concern, if any: None at this time.

6.3 Recommendations for improvement: Need to hire more Part-timers for the future.

6.4 Recommended Next steps:
_xx__ Proceed as planned on program review schedule
___ Further review/Out of cycle in-depth review

Unit Assessment Report - Four Column

Foothill College
Program (BSS-HIST) - History AA

PL-SLOs	Means of Assessment & Target / Tasks	Assessment Findings	Action & Follow-Up
Program (BSS-HIST) - History AA - 1 - Identify connections between specific people, groups, events and ideas and larger historical themes, developments and topics. **Year PL-SLO implemented:** 2011-2012 **PL-SLO Status:** Active	**Assessment Method:** Exam essay questions / written assignment **Assessment Method Type:** Exam - Course Test/Quiz **Target:** 80% of students completing course and final receive passing marks on these questions.		
Program (BSS-HIST) - History AA - 2 - Critically analyze a variety of primary and secondary sources and draw valid historical interpretations from them. **Year PL-SLO implemented:** 2011-2012 **PL-SLO Status:** Active	**Assessment Method:** Average GPA for history courses and overall GPA **Target:** Increase in pass rate for students who have completed two or more history courses.		

Unit Course Assessment Report - Four Column

Foothill College

Program (BSS-HIST) - History AA

Course-Level SLOs	Means of Assessment & Target / Tasks	Assessment Findings	Action & 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)) **Assessment Cycles:** 2011-2012 2012-2013 **Course-Level SLO Status:** Active	**Assessment Method:** Research paper **Assessment Method Type:** Research Paper		
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)) **Assessment Cycles:** 2011-2012 2012-2013 **Course-Level SLO Status:** 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))			

Course-Level SLOs	Means of Assessment & Target / Tasks	Assessment Findings	Action & Follow-Up
Assessment Cycles: 2011-2012 2012-2013 **Course-Level SLO Status:** Active			
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)) **Assessment Cycles:** 2011-2012 2012-2013 **Course-Level SLO Status:** Active			
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)) **Assessment Cycles:** 2011-2012 2012-2013 **Course-Level SLO Status:** Active			
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))			

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Course-Level SLOs	Means of Assessment & Target / Tasks	Assessment Findings	Action & Follow-Up
Assessment Cycles: 2011-2012 2012-2013 **Course-Level SLO Status:** Active			
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)) **Assessment Cycles:** 2011-2012 2012-2013 **Course-Level SLO Status:** Active			
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)) **Assessment Cycles:** 2011-2012 2012-2013 **Course-Level SLO Status:** Active	**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?		

Course-Level SLOs	Means of Assessment & Target / Tasks	Assessment Findings	Action & Follow-Up
	? What were Augustus' goals? At home with the behavior of the people. And then with the Senate? the Army ? ? How did Augustus administer the 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? **Assessment Method Type:** Research Paper **Target:** 80% A, 20% B.		

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))
Assessment Cycles:
2011-2012
2012-2013

Course-Level SLO Status:
Active

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))

Course-Level SLOs	Means of Assessment & Target / Tasks	Assessment Findings	Action & Follow-Up
Assessment Cycles: 2011-2012 2012-2013 **Course-Level SLO Status:** Active			
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)) **Assessment Cycles:** 2011-2012 2012-2013	**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:** 80% pass rate on objective part of exam	10/15/2011 - Out of 25 students enrolled, 9 did not take the final. Of the 16 who did take the final, 7 passed the objective part of the exam -- 44%. **Result:** Target Not Met **Year This Assessment Occurred:** 2010-2011 **Resource Request:** Increased staffing of tutorial center before and during finals week	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.
Course-Level SLO Status: Active			
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)) **Assessment Cycles:** 2011-2012 2012-2013 **Course-Level SLO Status:** Active	**Assessment Method:** 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	10/15/2011 - Out of 25 students enrolled, 19 completed the project and 16 received a passing grade -- 84%. **Result:** Target Met **Year This Assessment Occurred:** 2010-2011	10/15/2011 - Continue successful elements of project including early and regular feedback and first draft review.

Course-Level SLOs	Means of Assessment & Target / Tasks	Assessment Findings	Action & Follow-Up
	1 -- essay does not present thesis or supports thesis with generalities rather than any details or examples **Assessment Method Type:** Research Paper **Target:** 80% pass rate for students completing the project		
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)) **Assessment Cycles:** 2011-2012 2012-2013	**Assessment Method:** Written essay measuring depth and detail of comparisons and assessed using the following rubric: 5 - essay presents clear thesis and shows detailed understanding of historical and current patterns and events. Significant similarities and differences are identified and explained	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. **Result:** Target Not Met **Year This Assessment Occurred:** 2010-2011 **Resource Request:** Increased staffing of tutorial center before and during finals week	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. _____
Course-Level SLO Status: Active	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 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. 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. 1 - essay presents thesis that is not clear and shows only some understanding of		

Course-Level SLOs	Means of Assessment & Target / Tasks	Assessment Findings	Action & Follow-Up
	historical and/or current patterns and events. Only generalized similarities and differences are included without depth or relevance. **Assessment Method Type:** Exam - Course Test/Quiz **Target:** 80% pass rate on essay portion of final		
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)) **Assessment Cycles:** 2011-2012 2012-2013 **Course-Level SLO Status:** Active			
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. (Created By Department - History (HIST)) **Assessment Cycles:** 2011-2012 2012-2013 **Course-Level SLO Status:** Active			
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 (Created By Department -			

Course-Level SLOs	Means of Assessment & Target / Tasks	Assessment Findings	Action & Follow-Up
History (HIST)) **Assessment Cycles:** 2011-2012 2012-2013 **Course-Level SLO Status:** Active			
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)) **Assessment Cycles:** 2011-2012 2012-2013	**Assessment Method:** 7-10 page research paper on a significant figure in Islamic history from 700 to 1900. **Assessment Method Type:** Research Paper **Target:** 80% of students will complete the paper with a grade of C or higher.	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. **Result:** Target Met **Year This Assessment Occurred:** 2010-2011	
Course-Level SLO Status: Active			
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)) **Assessment Cycles:** 2011-2012 2012-2013 **Course-Level SLO Status:** Active	**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). **Assessment Method Type:** Research Paper **Target:** 80% of students will complete the paper with a grade of C or higher.	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. **Result:** Target Met **Year This Assessment Occurred:** 2010-2011	
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 SLOs	Means of Assessment & Target / Tasks	Assessment Findings	Action & Follow-Up
Assessment Cycles: 2011-2012 2012-2013 **Course-Level SLO Status:** Active			
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)) **Assessment Cycles:** 2011-2012 2012-2013 **Course-Level SLO Status:** Active			
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)) **Assessment Cycles:** 2011-2012 2012-2013 **Course-Level SLO Status:** Active			
Department - History (HIST) - HIST 36 - SPECIAL PROJECTS IN HISTORY - SLO 1 - - 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)) **Assessment Cycles:** 2011-2012			

Course-Level SLOs	Means of Assessment & Target / Tasks	Assessment Findings	Action & Follow-Up
2012-2013 **Course-Level SLO Status:** Active			
Department - History (HIST) - HIST 36 - SPECIAL PROJECTS IN HISTORY - SLO 2 - Research - Improve mature research and/or information gathering ability. (Created By Department - History (HIST)) **Assessment Cycles:** 2011-2012 2012-2013 **Course-Level SLO Status:** Active			
Department - History (HIST) - HIST 36 - 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)) **Assessment Cycles:** 2011-2012 2012-2013 **Course-Level SLO Status:** Active			
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)) **Assessment Cycles:** 2011-2012 2012-2013 **Course-Level SLO Status:** Active			
Department - History (HIST) - HIST 4A -			

Course-Level SLOs	Means of Assessment & Target / Tasks	Assessment Findings	Action & Follow-Up
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)) **Assessment Cycles:** 2011-2012 2012-2013 **Course-Level SLO Status:** Active			
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)) **Assessment Cycles:** 2011-2012 2012-2013 **Course-Level SLO Status:** Active	**Assessment Method:** 7-10 page research paper on a major figure in European history between 750-1300. **Assessment Method Type:** Research Paper **Target:** 80% of students will complete the paper with a grade of C or higher.	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. **Result:** Target Met **Year This Assessment Occurred:** 2010-2011	
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)) **Assessment Cycles:** 2011-2012 2012-2013 **Course-Level SLO Status:** Active	**Assessment Method:** 7-10 page research paper analyzing the Russian Revolution. **Assessment Method Type:** Research Paper **Target:** 80% of students will complete the paper with a grade of C or higher.	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 am aspect of the Russian Revolution and critically analyzed the results of that impact. **Result:** Target Met **Year This Assessment Occurred:** 2010-2011	
Department - History (HIST) - HIST 4C - HISTORY OF WESTERN CIVILIZATION 1789-PRESENT - SLO 2 - Violence and			

Course-Level SLOs	Means of Assessment & Target / Tasks	Assessment Findings	Action & Follow-Up
Abuse in Western Civ - The Student will be able to: Apply principles of critical thinking to a recognition of, causation determination of, and a sensitivity to the issue of the historical continuity of human violence and abuse in western civilization since 1800. (Created By Department - History (HIST)) **Assessment Cycles:** 2011-2012 2012-2013 **Course-Level SLO Status:** Active			
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)) **Assessment Cycles:** 2011-2012 2012-2013 **Course-Level SLO Status:** Active			
Department - History (HIST) - HIST 4C - HISTORY OF WESTERN CIVILIZATION 1789-PRESENT - SLO 4 - Individual Impact - The Student will be able to: Recognize and assess the impact of individuals on the course of history (Created By Department - History (HIST)) **Assessment Cycles:** 2011-2012 2012-2013 **Course-Level SLO Status:** Active	**Assessment Method:** 7-10 page research paper on a significant European figure in the 19th century. **Assessment Method Type:** Research Paper **Target:** 80% of students will complete the paper with a grade of C or higher.	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. **Result:** Target Met **Year This Assessment Occurred:** 2010-2011	

Course-Level SLOs	Means of Assessment & Target / Tasks	Assessment Findings	Action & Follow-Up
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)) **Assessment Cycles:** 2011-2012 2012-2013 **Course-Level SLO Status:** Active			
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)) **Assessment Cycles:** 2011-2012 2012-2013 **Course-Level SLO Status:** Active			
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			

Course-Level SLOs	Means of Assessment & Target / Tasks	Assessment Findings	Action & Follow-Up
By Department - History (HIST)) **Assessment Cycles:** 2011-2012 2012-2013 **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 Cycles:** 2011-2012 2012-2013 **Course-Level SLO Status:** Active			
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)) **Assessment Cycles:** 2011-2012 2012-2013 **Course-Level SLO Status:** Active			
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))			

Course-Level SLOs	Means of Assessment & Target / Tasks	Assessment Findings	Action & Follow-Up
Assessment Cycles: 2011-2012 2012-2013 **Course-Level SLO Status:** Active			
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)) **Assessment Cycles:** 2011-2012 2012-2013 **Course-Level SLO Status:** Active			
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)) **Assessment Cycles:** 2011-2012 2012-2013 **Course-Level SLO Status:** Active			
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			

Course-Level SLOs	Means of Assessment & Target / Tasks	Assessment Findings	Action & Follow-Up
(HIST)) **Assessment Cycles:** 2011-2012 2012-2013 **Course-Level SLO Status:** Active			
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)) **Assessment Cycles:** 2011-2012 2012-2013 **Course-Level SLO Status:** Active			