

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
Dolores Davison	History//Women's Studies	Full Time Faculty
Konnilyn Feig	History	Full Time Faculty
Bill Ziegenhorn	History	Full Time Faculty

Please include the following information about your program:

Total number of Full Time Faculty:	4
Total number of Part Time Faculty:	6
Total number of Classified Professionals:	0

Please list all existing Classified positions: N/A
<i>Example: Administrative Assistant I</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

Please complete the appropriate data elements.

A) Instructional Program Data:

Data will be posted on <http://foothill.edu/staff/irs/programplans/programreviewdata.php>

You must manually copy data in the boxes below for every degree or certificate of achievement covered by this program review.

Certificate and Degree Programs	2011-2012	2012-2013	2013-2014	% Change
History AA	4	4	5	25%
History AA-T	0	0	1	100%

	2011-2012	2012-2013	2013-2014	% Change
Enrollment	2741	2689	2677	-0.4%
Productivity (College Goal 2014-15: 535)	594	546	512	-6.3%

B) Student Services Programs Data

Please enter the number of students served over the last 3 years.

	2011-2012	2012-2013	2013-2014	% Change
Students Served	3385	3238	3263	0.8%

This data was obtained via the following sources (circle): CCC Apply, Ask Foothill, Credentials, SARS, Other (List) _____ Program Review Website _____

C) Administrative Unit Data

Please enter the information below.

Dimension	2011-2012	2012-2013	2013-2014
Students Served (Unduplicated)			
Faculty Served			
Staff Served			
Full-time FTEF			
Part-time FTEF			

Full-time Staff			
Part-time Staff			

Using the data entered for your program above, briefly comment (1-3 paragraphs) on changes in students or staff served, enrollment and/or productivity for your program in the last year.

What changes have been made or are planned as a result of your analysis of the data? (for example, new curriculum, new pre-requisites, a focus on student retention, changes in teaching approaches informed by SLO Assessments, changes in when classes are scheduled, better use of technology, etc.)

We have seen a slight increase in the total number of students served in our courses, in part because we have offered more sections (an increase of almost 9%) over the past three years. This has been particularly relevant in summer quarter, where sections have been added each of the last three years due to overwhelming demand. The reintroduction of the History of Latin America class, along with the revitalization of the History of California class, has also brought more students into the program. Finally, the introduction of the Associate of Arts for Transfer in history has also increased enrollment, and is expected to continue to do so going forward.

Section 2: Student Equity

The college is committed to student equity, defined by the Student Equity Workgroup as fostering similar outcomes for all students. One targeted area for improvement in this year's Student Equity plan is to increase the course completion rates for African American, Latino, and Pacific Islander students over the next three years by 3 percentage points.

Please describe how you see members of your program contributing to this goal.

Overall, success rates for targeted groups have increased one percent (55-56-57%) in each of the last three years. Continued offering of courses of interest (California and Latin America), as well as integration of services such as the Teaching and Learning Center for students that are underprepared, may continue to contribute to these gains.

Please review the equity data available to you on the students served in your program and their outcomes by ethnicity (including, for instructional programs, course success rates by ethnicity). If differences exist, what efforts have members of your program undertaken or discussed to address them? If your program has undertaken any initiatives or interventions as a result of these efforts or discussions, please share what you have learned as a result of these initiatives.

One of the significant findings is that while the history department success rates for targeted groups is lower (73-57%), the number of withdrawals versus failing grades is much higher among all groups except African-American and Latino/a students. This may be because students are not being given the correct information (that withdrawing is better than failing, especially if it is clear that a student will not be able to pass the class). It is possible as well that students believe that a grade (even if it is an F) will be necessary to maintain insurance or other requirements. The re-introduction of the History 8 (History of Latin America) class may bring in more students that are interested in history and who will be able to relate to more of the topics than they would in Western Civilization or other history courses which focus primarily on Western Europe rather than world history. The use of an embedded tutor, which is being piloted by one of the full time faculty, may also help to benefit students who arrive in classes underprepared for the writing and reading that are required in history. Oral history projects, especially in California history, may also draw in students and keep them in the courses. Finally, working with the counseling faculty and others to ensure that students who sign up for history classes are prepared for the level of rigor and writing involved may ultimately benefit many of the targeted populations by allowing them to be prepared to be successful.

Section 3: Outcomes Assessment Summary

- A) Attach 2013-2014 Course-Level (for Instructional Programs Only) – 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 2013-2014 Program Level – (for all programs) Four Column Report for PL-SLO Assessment from TracDat, please contact the Office of Instruction to assist you with this step if needed.**

Section 4: Assessment and Reflection

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

- A) For instructional programs only, what curricular, pedagogical or other changes have you made as a result of your course level student learning outcomes (CL-SLO) assessments?**

Increased emphasis has been placed on scaffolding assignments. Because of the requirements for C-ID, use of primary sources has been increased. Focus continues to emphasize writing (both exams and papers) as per the C-ID requirements, although more detailed instructions and more varied topics for papers and exams have been the focus.

- B) For instructional programs only, 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?**

With the upcoming review of the AA-T in history in the next year, we will be reexamining the support courses for the AA-T degree. In addition, full time faculty have reached out to our counterparts at UC Berkeley to continue to teach History of California as an American cultures class, and to examine the possibility of putting it back online.

For all programs: Instructional, Students Services, Administrative

C) How do the objectives and outcomes in your area relate to the program-level student learning outcomes and to the college mission?

Mission Statement: Foothill College offers educational excellence to diverse students seeking transfer, career preparation and enhancement, and basic skills mastery. We are committed to innovation, ongoing improvement, accessibility and serving our community.

Students who enroll in history are in all three threads of the mission. The AA-T degree will allow more students to transfer to the CSU system as a history major. Many of our students are basic skills students, due to the lack of prerequisites in our courses, and as such the faculty are responsible for focusing on preparation for the most basic aspects of our courses, including reading and writing. Our goal of providing General Education preparation as well as engaging students as history majors means that our objectives and outlines tie directly to preparing students for all threads of the mission, through communication, critical analysis, and global consciousness in all courses within the program.

D) What do members of your program do to ensure that meaningful dialogue takes place in both shaping and evaluating/assessing your program's student learning outcomes?

Members of the history department meet regularly to discuss the courses and program overall. In the spring, the department met to discuss standards for online courses and preparation for our part time faculty to ensure that their courses were meeting the requirements spelled out in C-ID and for transfer to all of our articulated transfer partners. We frequently dialogue on the types of assessments in our classes, the structure of our courses, and the potential for new subject areas.

Section 5: Program Goals

Please comment on progress you have made on program goals from prior program reviews.
Check the appropriate status box & provide explanation in the comment box.

Goal/Outcome (This is NOT a resource request)	Related to prior resource request (Y/N)	Status: Completed, In progress or Revised	Comment on Status
1. Improve retention and success in online courses	No	In progress	Overall, online success rates increased by 3%, a significant accomplishment. Work will continue on narrowing the gap both between f2f and online classes as well as between targeted and non-targeted groups.
2. Offer History 8 and History 19	No	In progress	History 8 was offered last winter and is being offered again this winter quarter; History 19 is still on hiatus pending revision based on the UC requirements.

Please list any new goals for your program you would like to undertake this year. The goals should be linked to the college mission and be driven by data (including student and program learning outcomes reflections).

Goal/Outcome (This is NOT a resource request)	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 among targeted groups in online courses	Success among targeted groups will help close the achievement gap and meet our equity plan goals.	Overall percentages in success rates among targeted versus non-targeted groups.
2. Creation of standards for online courses	Specific information for part time faculty will ensure that courses articulate and that students are able to transfer	Peer and administrative evaluations will determine if faculty are adhering to adopted standards.

Section 6: Program Resources and Support

To be completed only if making a new resource request.

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	Related Goal from Table in section 5 and how this resource request supports this goal.	Was position previously approved in last 3 years? (y/n)

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

Indicate duties covered by requested reassign time:

Responsibility	Related Goal from Table in section 5 and how this resource request supports this goal.	% Time

One Time B Budget Augmentation

Description	\$ Amount	Related Goal from Table in section 5 and how this resource request supports this goal.

Ongoing B Budget Augmentation

Description	\$ Amount	Related Goal from Table in section 5 and how this resource request supports this goal.

Facilities and Equipment

Facilities/Equipment Description	\$ Amount	Related Goal from Table in section 5 and how this resource request supports this goal.

Section 7: 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. Interest in offering History of California online	Faculty are meeting with UC Berkeley faculty in December to discuss this class going forward; at that time, we should be able to determine the efficacy of putting it online.
2. Potential History 17A Honors section	Current productivity declines are due in part to the consistent offering of honors courses, which have significantly lower enrollments. Faculty are examining options in terms of honors sections.

a. After reviewing the data, what would you like to highlight about your program?

History continues to be one of major programs within the Business and Social Sciences department, attracting a wide range of students in a variety of majors. The department saw an increase in enrollment last year, which bodes well for the future, particularly with the emphasis on AA-T degrees and the interest shown by students in courses such as History 8 (Latin American) and History 10 (California). The return of our full time faculty to almost full strength (3.3/4) has resulted in significant gains within the department, as well as the opportunity to offer more in person sections and mentor new faculty more closely. Our honors program offerings have been well-received, and the potential of bringing back Asian history (after review by our UC colleagues) will bring a new dimension to the program. Going forward, the history department looks strong and focused.

Section 8: Deans 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. I concur with the summary statement provided by the program above. The new Latin America class and the reinvigoration of the California History class have brought more diversity to the curriculum and both classes are showing strong interest. An Asian History class would have strong interest among students and would address a large population of students and an important curricular need. The program faculty are committed and engaged and involved in numerous college leadership committees. In June History held a department meeting and they are encouraged to continue holding regular department meetings to engage with part-time faculty and provide dialogue around curriculum and SLO assessment. The relatively new ADT is starting increase in degrees attained which is very encouraging. The program has been a leader in online instruction and continues to serve many students in this format. Program faculty are participating in a BSS Division process for creating online quality standards. This will benefit all departments with online courses. Program productivity is above the college goal and will continue to remain at this level going forward. Curriculum and SLOs are up to date.

B) Areas of concern, if any:

No areas of concern.

C) Recommendations for improvement:

Continued participation in the development of online quality standards for the BSS Division and continued curriculum development to serve areas of unmet demand such as Asian History.

D) Recommended next steps:

- Proceed as planned on program review schedule
- Comprehensive Program Review (Out of cycle) Recommended
- Remediation Plan Recommended

Upon completion of section 8, the Program Review should be returned to department faculty and staff for review, and 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: Final</p> <p>Assessment Method Type: Exam - Course Test/Quiz</p> <p>Target for Success: 80%</p>	<p>10/08/2014 - 20 of 25 students passed the final exam -- 80%</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2013-2014</p> <p>GE/IL-SLO Reflection: 4 of the 25 enrolled students did not take the final. Follow up should be done to determine why students choose not to attempt the final exam and forfeit passing the class.</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.</p> <p>Assessment Method Type: Case Study/Analysis</p> <p>Target for Success: 80% of students will successfully complete the assignment.</p>	<p>10/08/2014 - 21 out of 25 students successfully completed this assignment -- 84%</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2013-2014</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>Assessment Method: Students will complete essays demonstrating ability to relate patterns and events.</p> <p>Assessment Method Type: Essay/Journal</p> <p>Target for Success: 80% of students will successfully complete essay.</p>	<p>10/08/2014 - 19 of 25 students demonstrated proficiency on the essays -- 76%</p> <p>Result: Target Not Met</p> <p>Year This Assessment Occurred: 2013-2014</p> <p>Resource Request: Several students who did not meet proficiency had special needs -- more</p>	<p>10/08/2014 - More active follow up with students who may be having problems with writing.</p>

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
Course-Level SLO Status: Active		academic and counseling support needed for these students. GE/IL-SLO Reflection: 20% of students failed to complete the assignment. More follow through needed to determine why they gave up.	
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))			
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))			
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))			
Course-Level SLO Status: Active			
Department - History (HIST) - HIST 16 - INTRODUCTION TO ANCIENT ROME -			

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
<p>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>	<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 citations 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? ? What general policy does Augustus boast of in Achievements, 15-18; 22-23 ? http://www.fordham.com</p>		

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
	<p>edu/halsall/ancient/14resgestae.html http://classics.mit.edu/Augustus/deeds.html</p> <p>? What self-image did Augustus wish to project in his new public buildings and monuments?</p> <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>		

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))

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

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
<p>Empire. (Created By Department - History (HIST))</p> <p>Course-Level SLO Status: Active</p>	<p>Department - History (HIST) - HIST 17A - HISTORY OF THE UNITED STATES TO 1816 - SLO 1 - factual knowledge - Demonstrate factual knowledge of important public figures, social, economic, cultural, 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>02/12/2014 - Mixed results across sections</p> <p>Result: Target Not Met</p> <p>Year This Assessment Occurred: 2013-2014</p> <p>Resource Request: Increased support from teaching and learning center</p> <p>Resource Request: Increased support from teaching and learning center</p> <p>GE/IL-SLO Reflection: Students seem to either do very well or fail. Students need more help inside and outside the classroom managing the material and developing the basic skills necessary to pass a survey college course.</p> <p>GE/IL-SLO Reflection: Students seem to either do very well or fail. Students need more help inside and outside the classroom managing the material and developing the basic skills necessary to pass a survey college course.</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</p>	<p>02/12/2014 - Students who submitted the project did very well</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2013-2014</p> <p>Resource Request: None</p> <p>GE/IL-SLO Reflection: Different research projects seem to have similar levels of success for those students</p>	<p>02/12/2014 - Faculty will meet in future quarters to compare notes and see which approaches seem to be most successful both in and outside of class.</p>

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
	<p>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>who attempt them.</p>	
<p>Department - History (HIST) - HIST 17A - HISTORY OF THE UNITED STATES TO 1816 - SLO 3 - Events and Patterns - Relate important historical events and patterns to current events and patterns and identify significant similarities and differences (Created By Department - History (HIST))</p> <p>Course-Level SLO Status: Active</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.</p>	<p>02/12/2014 - Mixed results across sections, but generally successful</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2013-2014</p> <p>Resource Request: Increased support from teaching and learning center for those students who need help with writing</p> <p>GE/IL-SLO Reflection: Relative success here compare to SLO1 may reflect student preparation and/or appropriateness of assessments used for SLO #1</p>	<p>02/12/2014 - Faculty will meet to discuss ways to adjust assessments or focus student learning to improve student performance.</p>

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
	<p>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>		
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>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>10/08/2014 - Of the 31 students enrolled, 1 did not take the final. Of the 30 who did take the final, 24 passed the objective part of the exam for a 80% success rate.</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2013-2014</p>	<p>10/08/2014 - Success rate increased 3% as compared to the evaluation of 2012-2013. Will continue to emphasize the importance of regular attendance and effective study skills.</p>
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. GE- Developing a detailed historical analysis demonstrates analytical writing skills including evaluation, synthesis, and research. (Created By Department - History	<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</p>	<p>10/08/2014 - Out of 31 students enrolled, 5 did not complete the project. Of the 26 who did complete the essay, 21 received a passing grade for an 81% success rate. Of the 5 that did not receive a passing grade, 2 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:</p>	<p>10/08/2014 - In my observations, students continued to wait until the deadline to start on the project. The project now includes several smaller steps/assignments that lead them towards completion of the final paper, but more changes need to be implemented. Some sections of 17B in 2014-2015 include an embedded tutor to address some of</p>

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
<p>(HIST)</p> <p>Course-Level SLO Status: Active</p>	<p>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: Majority of students score 3 or higher on assessment rubric</p>	<p>Target Met</p> <p>Year This Assessment Occurred: 2013-2014</p>	<p>these issues with student preparedness.</p> <hr/>
<p>Department - History (HIST) - HIST 17B - HISTORY OF THE UNITED STATES FROM 1812 TO 1914 - SLO 3 - Events and Patterns - Relate important historical events and patterns to current events and patterns and identify significant similarities and differences</p> <p>GE- Ability to relate historical patterns to current events and issues demonstrates both critical assessment ability and awareness of current social issues related to economics, politics and culture. (Created By Department - History (HIST))</p> <p>Course-Level SLO Status: Active</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</p>	<p>10/08/2014 - Of the 31 students enrolled, 3 did not take the final and 25 passed the essay portion of the test, resulting in a 89% success rate.</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2013-2014</p>	<p>10/08/2014 - Continue to reinforce analysis of historical events in their similarities and differences with current events and patterns.</p> <hr/>

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
	<p>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 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.</p> <p>(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>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: Majority of students achieve satisfactory score on portion of final related to this outcome.</p>	<p>10/08/2014 - Strong majority of students across sections achieved passing scores.</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2013-2014</p> <p>GE/IL-SLO Reflection: Most of students who did not pass demonstrated lack of effort on the exam or in the class.</p>	

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
<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.</p> <p>(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>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: 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>10/08/2014 - Majority of students across sections received proficient scores on written essays.</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2013-2014</p> <p>Resource Request: Expansion of services provided by Teaching and Learning Center and further integration of these services into the classroom.</p> <p>GE/IL-SLO Reflection: Students who did not receive adequate scores could benefit from additional composition instruction.</p>	<p>10/08/2014 - Continue to work with TLC to support students with poor writing skills.</p> <hr/>
<p>Department - History (HIST) - HIST 17C - HISTORY OF THE UNITED STATES FROM 1900 TO THE PRESENT - Events and Patterns - Relate important historical events and patterns to current events and patterns and identify significant similarities and differences</p> <p>GE - sophisticated critical comparison of</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</p>	<p>10/08/2014 - Majority of students show proficiency in this outcome.</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2013-2014</p> <p>Resource Request: Support for integrated Language Arts / Social Science courses to enhance writing</p>	<p>10/08/2014 - Exploration of integrated Language Arts / History course to determine if more focused writing instruction might increase student success.</p> <hr/>

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
<p>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>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>instruction across the curriculum.</p> <p>GE/IL-SLO Reflection: Students who were not proficient could benefit from further writing instruction.</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>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>07/11/2014 - Topic was further refined to require that students not write on specific figures (Suleiman the Magnificent) and focused on the roles of political figures rather than religious or cultural, in the context of Middle Eastern politics. At the time of the paper due date, 28 students were enrolled in the class, with 24 (88%) submitting a paper which received a passing grade. This topic is getting a little stale, and so major refinement will be needed prior to the next iteration of the course in the fall.</p>	

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		<p>Result: Target Met</p> <p>Year This Assessment Occurred: 2013-2014</p> <p>GE/IL-SLO Reflection: This topic specifically asks for analysis and critical thinking skills in a more global perspective, and while the paper topic should be shifted annually, the global consciousness raised by it is significant.</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>07/11/2014 - Students were required to analyze an aspect of the interactions between the Middle East and the West (specifically Europe and/or the United States) in the 150 years between the end of the 18th century and World War II. Topics included oil production, the immigration patterns to the state of Palestine, Lawrence of Arabia's involvement, and the like. Of the 21 students still enrolled in the course by the time the second paper was due, 18 of the 21 (86%) successfully completed the assessment.</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2013-2014</p> <p>GE/IL-SLO Reflection: Focused critical thinking and global consciousness about the role that the hegemonic powers in the West imposed on the Middle East and the struggles by those states to discard this.</p>	
<p>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))</p>			

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
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))	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.	Result: Target Met Year This Assessment Occurred: 2013-2014 GE/IL-SLO Reflection: Critical thinking and analysis component exists in this SLO.	
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 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. Assessment Method Type: Research Paper Target for Success: 80% of students will successfully complete the research paper.	Result: Target Met	

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		<p>Year This Assessment Occurred: 2013-2014</p> <p>GE/IL-SLO Reflection: Critical thinking and global consciousness are both reflected in this assessment, allowing students to develop a wider understanding of the development of the Atlantic world in the 18th and 19th centuries.</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>Assessment Method: Students will evaluate the significance of an individual in the Appanage or Imperial periods 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>Result: Target Met</p> <p>Year This Assessment Occurred: 2013-2014</p> <p>GE/IL-SLO Reflection: Critical analysis and thinking were required for the analysis of the individual's importance/influence within society.</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</p>	<p>Assessment Method: Students will assess the impact of Roman civilization and analyze its impact on world history.</p>		

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
analyze the major themes and patterns of the ancient world - in writing (Created By Department - History (HIST)) Course-Level SLO Status: Active	Assessment Method Type: Research Paper Target for Success: 85% of students will successfully complete the research paper.		
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)) Course-Level SLO Status: Active	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.		
Department - History (HIST) - HIST 4B - HISTORY OF WESTERN CIVILIZATION: 700-1800 - SLO 1 - Written synthesis and analysis - Synthesize and analyze the major themes and patterns of the Middle Period of Western Civilization in writing (Created By Department - History (HIST)) Course-Level SLO Status: Active	Assessment Method: 7-10 page research paper on a movement in Europe between 1300-1600. Assessment Method Type: Research Paper Target for Success: 80% of students will complete the paper with a grade of C or higher.	07/11/2014 - Students were asked to examine the role of Renaissance art, architecture, and literature in Europe in this time period. Analysis consisted of a short biography of the individual(s) responsible for the creation of this piece, a brief description of the piece itself, and an analysis of its significance, role, and impact on both the time period and on Europe as a whole. Subjects included the Sistene Chapel, Michelangelo's David, and the Duomo in Firenze. Of the 47 students enrolled in the course, 42 (90%) successfully completed the assessment. Result: Target Met Year This Assessment Occurred: 2013-2014 GE/IL-SLO Reflection: A strong assessment of critical thinking skills.	
Department - History (HIST) - HIST 4B - HISTORY OF WESTERN CIVILIZATION: 700-1800 - SLO 2 - Individual impact -	Assessment Method: 7-10 page research paper on a major figure in European history between 750-1300.	07/11/2014 - Students were required to choose an individual who impacted European politics or culture in this time period, write a brief biography	

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
<p>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 Type: Research Paper</p> <p>Target for Success: 80% of students will complete the paper with a grade of C or higher.</p>	<p>of the individual, and analyze his or her significance both within the time period and beyond. Choices included Dante, Giotto, Alcuin of York, and Eleanor of Aquitaine, among others. Of the 49 students enrolled in the course, 46 (92%) completed the assignment, with 44 (88%) successfully completing the assessment. This assignment will be significantly altered in the next year, as the topic has grown a bit stale.</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2013-2014</p> <p>GE/IL-SLO Reflection: Solid analysis of critical thinking 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 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>Assessment Method: 7-10 page research paper analyzing the Russian Revolution.</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>Department - History (HIST) - HIST 4C - HISTORY OF WESTERN CIVILIZATION</p>	<p>Assessment Method: 7-10 page research paper on a significant</p>		

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
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>European figure in the 19th century.</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>Course-Level SLO Status: Active</p> <p>Department - History (HIST) - HIST 4C - HISTORY OF WESTERN CIVILIZATION</p>			
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>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>Course-Level SLO Status: Active</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>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</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>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: 85% of students will successfully complete</p>		

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
designated time period in writing (Created By Department - History (HIST))	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))	<p>Assessment Method: Students will analyze historical questions and formulate questions of their own, in writing.</p> <p>Assessment Method Type: Case Study/Analysis</p> <p>Target for Success: 85% of students will successfully create historical questions.</p>		
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))	<p>Assessment Method: Student will present topic mutually agreed upon to other students in the class.</p> <p>Assessment Method Type: Presentation/Performance</p> <p>Target for Success: 100% of students who participate will successfully present a topic.</p>		
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))	<p>Assessment Method: Students will compose an analytical research paper on a mutually agreed upon topic.</p> <p>Assessment Method Type: Research Paper</p> <p>Target for Success: 90% of students will successfully complete assignment.</p>		

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
<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>			
<p>Department - History (HIST) - HIST 8 - HISTORY OF LATIN AMERICA -</p>			

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
<p>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>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: Majority of students score 3 or better on assessment rubric</p>	<p>10/08/2014 - Out of 31 students enrolled, 4 did not complete the project. Of the 27 who did complete the essay, 26 received a passing grade for an 96% success rate.</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2013-2014</p>	<p>10/08/2014 - Continue to reinforce analysis of historical events and recurring patterns in religion, culture, and politics.</p>
<p>Department - History (HIST) - HIST 8 - HISTORY OF LATIN AMERICA - Colonialism and imperialism - A successful student will be able to analyze the impact of colonialism and imperialism on Latin America. (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</p>	<p>10/08/2014 - Of the 31 students enrolled, 1 did not take the exam and 27 passed the essay portion of the test, resulting in a 90% success rate.</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2013-2014</p>	<p>10/08/2014 - Continue to reinforce analysis of the impacts of colonialism and imperialism, both in the short and long term (with emphasis in current events).</p>

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
	<p>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: Essay/Journal</p> <p>Target for Success: Majority of students score 3 or higher on assessment rubric</p>		
<p>Department - History (HIST) - HIST 9 - HISTORY OF CONTEMPORARY EUROPE</p> <p>- 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>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</p> <p>- 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>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</p> <p>- 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>		

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
Course-Level SLO Status: Active	the research paper. Assessment Method: The student will Assessment Method Type: Presentation/Performance 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. Assessment Method Type: Exam - Standardized Target for Success: Completion at A level of 90% of students in this 20 person seminar		
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 Method: Students will write a research paper examining the assigned country or theme. Assessment Method Type: Research Paper Target for Success: 80% of students will successfully complete the research paper.		
Start Date: 10/10/2013 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 (HIST))	Assessment Method: Students will complete an essay assessing the challenges of 20th century European society. Assessment Method Type: Essay/Journal Target for Success: 80% of students will successfully complete the research paper.		
Course-Level SLO Status:			

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
Active	<p>Assessment Method: Students will complete a essay assessing the challenges of 20th century European society. 80% of students will successfully complete the research paper.</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>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>11/24/2014 - Because history courses are not required to be taken sequentially, this data can be difficult to analyze. In examining two courses which are at the end of sequences (History 4C and History 17C), faculty analyzed the performance of students who had taken previous history courses (at Foothill) compared to students whose first history course at Foothill College occurred in the spring quarter. Students who had completed previous history classes performed at a higher rate than those who had not, particularly on written assignments involving in depth analytical skills and levels of comprehension. They also performed better on in-class exams than those who did not have any previous experience with college level history courses.</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2013-2014</p> <p>GE/IL-SLO Reflection: This learning outcome ties to critical analysis, communication, and global consciousness.</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>11/24/2014 - The ability to analyze primary sources is of increasing importance to history students, particularly given the focus on primary versus secondary sources in the C-ID descriptors for all history classes (Western Civilization, US History, and World Civilization). Faculty compared students who had been enrolled and successfully completed a previous college history course to those who had not been enrolled in a prior course. While (as would be expected, as the evidence had</p>	

PL-SLOs	Means of Assessment & Target / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		<p>shown last year) there were students that were able to perform at a high level based on a single course taken, the majority of students who demonstrated high levels of proficiency had taken more than one history course at the college level. Those students were able to provide not only valid interpretations of the data but extensive reasoning and analysis behind those interpretations of both primary and secondary documents.</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2013-2014</p> <p>GE/IL-SLO Reflection: This outcome ties to critical analysis as well as global consciousness, as many of the documents are from outside the United States.</p>	