

BASIC PROGRAM INFORMATION

Program Review is about documenting the discussions and plans you have for improving student success in your program and sharing that information with the college community. It is also about linking your plans to decisions about resource allocations. With that in mind, please answer the following questions.

Program/Department Name:

Division Name:

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

Name	Department	Position
Steve Batham	History	FT Faculty
Dolores Davison	History/Women's Studies	FT Faculty
Bill Ziegenhorn	History	FT Faculty

Number of Full Time Faculty: **Number of Part Time Faculty:**

Please list all existing Classified positions: *Example: Administrative Assistant I*

SECTION 1: PROGRAM REFLECTION

1A. Program Update: Based on the program review [data](#), please tell us how your program did last year. We are particularly interested in your proudest moments or achievements related to student success and outcomes.

While enrollment in history dropped last year, by 11%, which was comiserate with the 10% reduction in sections, productivity only dropped 2%, indicating that the number of sections were appropriate. The department offered Latin American history (which nearly filled) as well as California history, courses which had only been offered in limited numbers in the past. The department also saw an increase in ADTs earned as well as regular AAs in history. Success for targeted groups has continued to rise (another 2% in 2014-2015), and success rates for African American, Latino/Latina, and Pacific Island students have shown steady increases. Because of the reassigned time of one of the department's full time faculty, the above numbers are inaccurate; for 2015-2016, the FTEF will be 2.6 rather than 4.0, and that number is likely to be lowered in 2016-17 depending on continued reassigned time and the hiring (or not hiring) of an out-of-cycle hire.

1B. Program Improvement: What areas or activities are you working on this year to improve your program? Please respond to any feedback from the supervising administrator from last year's program review.

The primary concern and need for improvement in the history program stems from the unanticipated retirement of a faculty member mid-year (December 2015), which will greatly impact the number of courses offered. The retiring faculty member taught half of the Western Civilization courses offered in the department and 20% of courses overall in the department, including all honors courses), and it has proven difficult to find qualified part time faculty to teach Western Civilization. Hiring of a new faculty member will be essential for continued improvements in the history department, including the offering

of courses (African history, African-American history) that are not currently offered but would be part of both the history AA and ADT degrees as well as the new Social Justice ADT. The infusion of energy that a new faculty member brings was evident several years ago, when we hired our more recent full time faculty member; his classes remain among the most popular offered, he has helped create and advise the history club, and he is in the process of creating an honors course in US History. While the department will be seeking to hire a historian who is able to teach the Western Civilization survey, it would also be anticipated that the individual hired would be able to teach World Civilization as well, and would be able to help develop that curriculum as needed.

1C. Measures of Success: What data or information will you use to measure your success (e.g. student success rates, changes in student or program learning outcomes)?

Being able to finally offer African and African-American history will be a huge boost for the history program. We have seen tremendous interest in the Latin American history course, as well as the California history course (which covered indigenous peoples of California as well as elements of Latino/Latina history), and the offering of courses which would appeal to a wider range of students would be a clear measure of success. It would also be useful to be able to offer a World Civilization series to gauge student interest in that field.

1D. EMP Goal: The 2015-2020 Educational Master Plan (EMP) includes the following goal:

"Create a culture of equity that promotes student success, particularly for underserved students."

Based on the program review [data](#), tell us some of the things your program will be doing this year to support this goal. You will be asked to report on any accomplishments on your next comprehensive program review.

If a new historian is hired in 2016, the department would be able to offer a wider and more inclusive series of courses. The college has not been able to offer enough sections of Latin American history, nor has it been able to offer African or African American history; being able to reach that population would be a tremendous positive for the college's underserved students and the Educational Master Plan.

SECTION 2: PROGRAM OBJECTIVES & RESOURCE REQUESTS

2A. New Program Objectives: Please list any new objectives (do not list your resource requests).

Program Objective	Implementation Timeline	Progress Measures
<i>Example: Offer 2 New Courses to Meet Demand</i>	<i>Winter 2016 Term</i>	<i>Course Enrollment</i>
Develop African and/or African American history course	2016-2018	Development and offering of course
Explore development of World Civilization survey	2016-2018	Development and offering of courses
Creation of US History Honors Courses	2017-2018	Creation and approval of course

2B. Resource Requests: Using the table below, summarize your program's unfunded resource requests. Refer to the Operations Planning Committee (OPC) [website](#) for current guiding principles, rubrics and resource allocation information.

Resource Request	\$	Program Objective	Type of Resource Request			
			Full-Time	One-Time B-	Ongoing B-	Facilities

		(Section 2A)	Faculty/Staff Position	Budget Augmentation	Budget Augmentation	and Equipment
Full time position		Course development and enrollment		<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
				<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

2C. Unbudgeted Reassigned Time: Please list and provide rationale for requested reassign time.

SECTION 3: LEARNING OUTCOMES ASSESSMENT SUMMARY

3A. Attach 2014-2015 Course-Level Outcomes: Four Column Report for CL-SLO Assessment from TracDat. Please contact the Office of Instruction to assist you with this step if needed.

3B. Attach 2014-2015 Program-Level Outcomes: 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: FEEDBACK AND FOLLOW-UP

This section is for the Dean/Supervising Administrator to provide feedback.

4A. Strengths and successes of the program as evidenced by the data and analysis:

History continues to be a strong academic discipline of choice for many students as they navigate their transfer and graduation requirements. This past academic year saw 3 students earning an AA-T in History and 6 students earning AA degrees. Although on a slight decline in enrollment, productivity remains on par with the college target. It is exciting to see greater interest in history beyond Western Civilization and US History. I would echo the sentiment from previous year's program review to develop courses in Asian, Asian American, African, African American history. This would not only boost interest in this discipline but would bolster offerings for the future Social Justice AD-T and Global Studies AD-T.

4B. Areas of concern, if any:

There is concern that the courses in development require expertise that is outside of our current pool of faculty. The new courses would require a lot of research and development by our current FT faculty as these areas were not their primary fields of study, in the same way as organic chemistry is a different field than physical chemistry. However, it should be noted that History has the highest percentage of FT faculty teaching courses (42%) compared the division median of 30%.

4C. Recommendations for improvement:

The history department has requested an out of cycle hire for 15-16. At this time, no decision has been made yet. As reflected in this program review, the department is requesting an in-cycle hire for 16-17.

4D. Recommended Next Steps:

- Proceed as Planned on Program Review Schedule
- Further Review / Out-of-Cycle In-Depth Review

ANNUAL PROGRAM REVIEW TEMPLATE for 2015-2016

Upon completion of Section 4, the Program Review document should be returned to department faculty/staff for review, then submitted to the Office of Instruction and Institutional Research for public posting. Please refer to the Program Review timeline.

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>10/13/2015 - 29 of 33 students passed the final -- 88%</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2014-2015</p> <p>Resource Request: Embedded tutor</p> <p>GE/IL-SLO Reflection: The embedded tutor certainly aided some students who would otherwise have failed 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>10/13/2015 - 26 out of 33 students passed this assessment -- 79%</p> <p>Result: Target Not Met</p> <p>Year This Assessment Occurred: 2014-2015</p> <p>Resource Request: Embedded tutor</p> <p>GE/IL-SLO Reflection: This target was very close to being met. The embedded tutor certainly aided some students who would otherwise have failed the class.</p>	
<p>Department - History (HIST) - HIST 10 - HISTORY OF CALIFORNIA: THE MULTICULTURAL STATE - SLO 3 - Events and Patterns - Relate important historical</p>	<p>Assessment Method: Students will complete essays demonstrating ability to relate patterns and events.</p>	<p>10/13/2015 - 27 out of 33 students passed this assessment -- 82%</p> <p>Result:</p>	

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
<p>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 Type: Essay/Journal</p> <p>Target for Success: 80% of students will successfully complete essay.</p>	<p>Target Met</p> <p>Year This Assessment Occurred: 2014-2015</p> <p>Resource Request: Embedded tutor</p> <p>GE/IL-SLO Reflection: The embedded tutor certainly aided some students who would otherwise have failed the class.</p>	
<p>Department - History (HIST) - HIST 16 - INTRODUCTION TO ANCIENT ROME - SLO 1 - Research and evaluation - The Student will be able to create and deliver to seminar participants a researched and evaluative examination of an assigned individual, group of individuals, or theme by lecture or shared paper. (Created By Department - History (HIST))</p> <p>Course-Level SLO Status: Active</p>			
<p>Department - History (HIST) - HIST 16 - INTRODUCTION TO ANCIENT ROME - SLO 2 - Individual impact - The Student will be able to recognize and assess the impact of individuals on the course of history - in writing. (Created By Department - History (HIST))</p> <p>Course-Level SLO Status: Active</p>			
<p>Department - History (HIST) - HIST 16 - INTRODUCTION TO ANCIENT ROME - SLO 3 - Events and Patterns - The Student will be able to synthesize and analyze the major themes and patterns of Ancient Rome - in writing. (Created By Department - History (HIST))</p> <p>Course-Level SLO Status:</p>			

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
<p>Active</p> <p>Department - History (HIST) - HIST 16 - INTRODUCTION TO ANCIENT ROME - SLO 4 - Impact of Roman Empire - The Student will be able to critically assess the legacy, heritage, impact of the Roman Empire. (Created By Department - History (HIST))</p> <p>Course-Level SLO Status: 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</p>		

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
	<p>to the Senate?</p> <p>? What general policy does Augustus boast of in Achievements, 15-18; 22-23 ?</p> <p>http://www.fordham.edu/halsall/ancient/14resgestae.html</p> <p>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

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
<p>Department - History (HIST) - HIST 16H - HONORS INTRODUCTION TO ANCIENT ROME - SLO 4 - Impact of Roman Empire - The Student will be able to critically assess the legacy, heritage, impact of the Roman Empire. (Created By Department - History (HIST))</p> <p>Course-Level SLO Status: Active</p>			
<p>Department - History (HIST) - HIST 17A - HISTORY OF THE UNITED STATES TO 1816 - SLO 2 - Historical analysis - Develop a historical analysis and support it using details and examples. (Created By Department - History (HIST))</p> <p>Course-Level SLO Status: Active</p>	<p>Assessment Method: Written essay measuring depth of historical analysis and assessed using following rubric:</p> <p>5 - essay presents clear thesis and adequately supports it with clearly related details and examples</p> <p>4 - essay presents clear thesis but includes minimal details and examples to support it or numerous details and examples that are not all clearly related to thesis</p> <p>3 - essay presents thesis that is not clear and supports it with details and examples which may not clearly relate to the thesis</p> <p>2 - essay presents thesis that is not clear and supports it with too few relevant details and examples</p> <p>1 -- essay does not present thesis or supports thesis with generalities rather than any details or examples</p> <p>Assessment Method Type: Research Paper</p> <p>Target for Success: 80% pass rate for students completing the project</p>	<p>10/02/2015 - Out of 34 students enrolled, 4 did not complete the project. Of the 30 who did complete the essay, 25 received a passing grade for an 83% success rate. Of the 5 that did not receive a passing grade, 4 would have passed based on their finished project but they received late deductions that brought them below a passing grade. If these students had completed the assignment on time, the class would have had a 97% success rate.</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2014-2015</p>	<p>10/02/2015 - This cycle included several smaller steps/assignments for the project that led them towards completion of the final paper earlier in the quarter. Success levels are improving but will expand steps to capture students falling behind in deadlines.</p>

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
<p>Department - History (HIST) - HIST 17A - HISTORY OF THE UNITED STATES TO 1816 - SLO 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. Or some specific similarities and differences are not clearly relevant.</p> <p>2 - essay presents thesis that is not clear and shows only some understanding of historical and/or current patterns and events. Specific similarities and differences are not clearly relevant, or only one but not the other are included.</p> <p>1 - essay presents thesis that is not clear and shows only some understanding of historical and/or current patterns and events. Only generalized similarities and differences are included without depth or relevance.</p> <p>Assessment Method Type: Exam - Course Test/Quiz</p> <p>Target for Success: 80% pass rate on essay portion of final</p>	<p>10/02/2015 - Of the 34 students enrolled, 5 did not take the final and 28 passed the essay portion of the test, resulting in a 96% success rate.</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2014-2015</p>	<p>10/02/2015 - Continue to reinforce analysis of historical events in their similarities and differences with current events and patterns.</p>

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
<p>Department - History (HIST) - HIST 17A - HISTORY OF THE UNITED STATES TO 1816 - SLO 1 - factual knowledge - Demonstrate factual knowledge of important public figures, social, economic, cultural, political and intellectual developments in early American history. (Created By Department - History (HIST))</p> <p>Course-Level SLO Status: Active</p>	<p>Assessment Method: Objective test at end of class to measure level of factual knowledge of significant people and developments</p> <p>Assessment Method Type: Exam - Course Test/Quiz</p> <p>Target for Success: 80% pass rate on objective part of exam</p>	<p>10/02/2015 - Of the 34 students enrolled, 4 did not take the final. Of the 30 who did take the final, 25 passed the objective part of the exam for an 83% success rate.</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2014-2015</p>	<p>10/02/2015 - Will continue to emphasize the importance of regular attendance and effective study skills as a path to academic success.</p>
<p>Department - History (HIST) - HIST 17B - HISTORY OF THE UNITED STATES FROM 1812 TO 1914 - SLO 1 - factual knowledge - Demonstrate factual knowledge of important public figures, social, economic, cultural, political and intellectual developments in 19th century United States history. (Created By Department - History (HIST))</p> <p>Course-Level SLO Status: Active</p>	<p>Assessment Method: Objective test at end of class to measure level of factual knowledge of significant people and developments</p> <p>Assessment Method Type: Exam - Course Test/Quiz</p> <p>Target for Success: High percentage of students receive passing grade on objective portion of test</p>	<p>10/02/2015 - Of the 27 students enrolled, 2 did not take the final. Of the 25 who did take the final, 21 passed the objective part of the exam for a 84% success rate.</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2014-2015</p>	<p>10/02/2015 - Success rate increased 4% as compared to the evaluation of 2013-2014. Will continue to emphasize the importance of regular attendance and effective study skills.</p>
<p>Department - History (HIST) - HIST 17B - HISTORY OF THE UNITED STATES FROM 1812 TO 1914 - SLO 2 - Historical analysis - Develop a historical analysis and support it using details and examples.</p> <p>GE- Developing a detailed historical analysis demonstrates analytical writing skills including evaluation, synthesis, and research. (Created By Department - History (HIST))</p> <p>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>10/02/2015 - Out of 27 students enrolled, 3 did not complete the project. Of the 24 who did complete the essay, 18 received a passing grade for an 75% success rate. Of the 6 that did not receive a passing grade, 2 would have passed based on their finished project but they received late deductions that brought them below a passing grade. If these students had completed the assignment on time, the class would have had an 83% success rate.</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2014-2015</p>	<p>10/02/2015 - 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. These section reflected the loss of an embedded tutor to address some of these issues with student preparedness, and as a result the success level dropped slightly.</p>

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
	<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>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 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.</p>	<p>10/02/2015 - Of the 27 students enrolled, 3 did not take the final and 23 passed the essay portion of the test, resulting in a 96% success rate.</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2014-2015</p>	<p>10/02/2015 - Continue to reinforce analysis of historical events in their similarities and differences with current events and patterns.</p>

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
	<p>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>10/17/2015 - Students did equally well on this assessment in online and face to face formats</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2014-2015</p> <p>GE/IL-SLO Reflection: Continue to communicate regularly with online students</p>	
<p>Department - History (HIST) - HIST 17C - HISTORY OF THE UNITED STATES FROM 1900 TO THE PRESENT - Historical Analysis - Develop a historical analysis and support it using details and examples.</p> <p>(Created By Department - History (HIST))</p> <p>Start Date: 04/09/2012</p> <p>End Date: 06/29/2012</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>10/17/2015 - Majority of students in both online and face to face sections met assessment goal, but more online students failed to take the assessment.</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2014-2015</p>	

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
<p>06/29/2012</p> <p>Course-Level SLO Status: Active</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>GE/IL-SLO Reflection: Follow-up on why some students missed or chose not to take the assessment, which was part of the course grade.</p>	
<p>Department - History (HIST) - HIST 17C - HISTORY OF THE UNITED STATES FROM 1900 TO THE PRESENT - Events and Patterns - Relate important historical events and patterns to current events and patterns and identify significant similarities and differences</p> <p>GE - sophisticated critical comparison of past to present conditions requires considerable analytical thinking (Created By Department - History (HIST))</p> <p>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 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>10/17/2015 - 86% of students achieved scores of 3,4 or 5 on this assessment.</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2014-2015</p> <p>Resource Request: continued embedded tutoring / online tutor availability in online sections</p> <p>GE/IL-SLO Reflection: Strong success in this area was partially due to availability of tutoring in the face to face section.</p>	

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
	<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>01/13/2015 - Students were required to analyze the contributions of an individual prior to 1900 who significantly impacted Islam or Islamic countries. All of the 19 students who submitted the analytical biography received a passing grade of C or higher.</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2014-2015</p> <p>GE/IL-SLO Reflection: Analytical and communication skills are both part of the paper topic.</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 -</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:</p>	<p>01/13/2015 - Students were asked to analyze a particular aspect of the 20th century interactions between the West (defined as Europe and the United States) and the Middle East. Topics ranged from political and economic interactions to</p>	

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
History (HIST) Course-Level SLO Status: Active	<p>Research Paper</p> <p>Target for Success: 80% of students will complete the paper with a grade of C or higher.</p>	<p>differences in cultural expectations. Of the 13 people who submitted a paper, 12 received a passing grade (92%), with the sole failing grade due to an absence of source materials and proper citations.</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2014-2015</p> <p>GE/IL-SLO Reflection: This paper requires both critical analysis and written communication.</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)) Assessment Cycles: End of Quarter	<p>Assessment Method: May be examined by essay exam or research paper.</p> <p>Assessment Method Type: Research Paper</p> <p>Target for Success: 80% success rate on assignment.</p>	<p>09/16/2015 - Course not offered in 2014-15.</p> <p>Result: Target Not Met</p> <p>Year This Assessment Occurred: 2014-2015</p> <p>GE/IL-SLO Reflection: N/A</p>	
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	<p>Assessment Method: Assessment may be research paper or essay exam.</p> <p>Assessment Method Type: Research Paper</p> <p>Target for Success: 80% success rate on assessment.</p>	<p>09/16/2015 - Course not offered in 2014-15.</p> <p>Result: Target Not Met</p> <p>Year This Assessment Occurred: 2014-2015</p> <p>GE/IL-SLO Reflection: N/A</p>	

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
Course-Level SLO Status: Active	80% of students will successfully complete the exam question.	Target Met Year This Assessment Occurred: 2014-2015 GE/IL-SLO Reflection: The reworking of the question made this more about critical analysis and less about recitation of events and reasons; it is a stronger question, and the students responded well.	
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.	04/20/2015 - Students were required to write a research paper (7-10 pages) on a piece of Russian art, architecture, or literature that demonstrated the impact of the Western European influences. Of the 11 students who completed the assignment, 10/11 (91%) received a B or higher. Result: Target Met Year This Assessment Occurred: 2014-2015 GE/IL-SLO Reflection: This is a new assignment, focusing more on the cultural elements in the influence of the West. As such, it requires stronger communication skills, as students must describe the cultural artifact as well as analyze both its influence in Russia and the influences it demonstrated from the West.	
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 Method: Students will evaluate the significance of an individual in the Russian Revolution in an analytical research biography. Assessment Method Type: Research Paper Target for Success: 80% of students will successfully complete the assignment.		

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
	<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>04/20/2015 - Students were required to write an analytical biography of an Appanage period individual who was not a political ruler; this new requirement meant a greater variation in topics, including several religious and cultural figures who had not previously been covered. Of the 17 students who completed the assignment, 15 (88%) received a C or higher. One of the failing grades was due to a paper being submitted that was not on the assigned topic.</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2014-2015</p> <p>GE/IL-SLO Reflection: Focusing this topic on a broader and yet less simplistic set of individuals (no tsars or rulers) meant greater analysis of figures who made sense for the time period.</p>	
<p>Department - History (HIST) - HIST 4A - HISTORY OF WESTERN CIVILIZATION TO 800 AD - SLO 1 - Synthesis and analysis - The Student will be able to: Synthesize and analyze the major themes and patterns of the ancient world - in writing (Created By Department - History (HIST))</p> <p>Course-Level SLO Status: Active</p>	<p>Assessment Method: Students will assess the impact of Roman civilization and analyze its impact on world history.</p> <p>Assessment Method Type: Research Paper</p> <p>Target for Success: 85% of students will successfully complete the research paper.</p>	<p>01/13/2015 - Students were required to construct an analytical biography on a figure other than Augustus who played an essential role in politics, law, religion, or culture in the Roman Empire. The figure could be from any geographical area that was under Roman control or influence (including the Byzantine Empire). Students wrote on a range of topics (politics, culture, arts, etc), with 32 of the 36 students who submitted the paper receiving a passing grade. (89%)</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2014-2015</p> <p>GE/IL-SLO Reflection: Analytical biography requires both written communication and analysis skills.</p>	
Department - History (HIST) - HIST 4A -			

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
<p>HISTORY OF WESTERN CIVILIZATION TO 800 AD - SLO 2 - Individual impact - The Student will be able to: Recognize and assess the reach, significance and impact of individuals on the course of history - in writing (Created By Department - History (HIST))</p> <p>Course-Level SLO Status: Active</p>	<p>Assessment Method: Students will write an analytical biography of one of the major figures in ancient world history.</p> <p>Assessment Method Type: Research Paper</p> <p>Target for Success: 85% of students will successfully complete the assignment.</p>	<p>01/13/2015 - Students were required to choose a piece of art, architecture, or literature that, in your opinion, had a significant impact in pre-Roman times. The paper structure included a brief (2-3 pages) biography of the individual responsible for the piece of art, architecture, or literature, a description (2-3 pages) of the piece of art, architecture, or literature, and an analysis (3-5 pages) of the significance of the piece of art, architecture, or literature, and its creator, both in the pre-Roman period and beyond. Of the 43 students who submitted a paper, 41 received a passing grade (95%)</p>	
<p>Department - History (HIST) - HIST 4B - HISTORY OF WESTERN CIVILIZATION: 700-1800 - SLO 1 - Written synthesis and analysis - Synthesize and analyze the major themes and patterns of the Middle Period of 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 on a movement in Europe between 1300-1600.</p> <p>Assessment Method Type: Research Paper</p> <p>Target for Success: 80% of students will complete the paper with a grade of C or higher.</p>	<p>04/20/2015 - Due to this course being offered so frequently, the research paper topics have to change with greater frequency. In Winter 2015, students were required to write an 7-10 page analytical biography of an individual who impacted the Renaissance in some manner. It could be a religious, artistic, or political figure. Of the 30 students who completed the paper, 25 (83%) received a grade of C or higher; two of those who received grades below a C did so because their papers were submitted so late.</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2014-2015</p> <p>GE/IL-SLO Reflection: Analytical biography and analysis of work of art or literature requires both written communication and critical analysis skills.</p>	

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		previous biographies, as certain figures (Shakespeare and Michelangelo) were not allowed; as such, students had to engage in more in-depth research and focus their attentions on less commonly known figures.	
<p>Department - History (HIST) - HIST 4B - HISTORY OF WESTERN CIVILIZATION: 700-1800 - SLO 2 - Individual impact - Recognize and assess the impact of individuals on the course of history in writing (Created By Department - History (HIST))</p> <p>Course-Level SLO Status: Active</p>	<p>Assessment Method: 7-10 page research paper on a major figure in European history between 750-1300.</p> <p>Assessment Method Type: Research Paper</p> <p>Target for Success: 80% of students will complete the paper with a grade of C or higher.</p>	<p>04/20/2015 - As with the previous SLO, this assignment has been varied in order to ensure that plagiarism does not become rampant. As such, the assignment was to analyze a piece of art, literature, or architecture from this period, with a portion of the paper being a biography of the individual responsible and the majority being an analysis of the impact of this particular piece on European history. Of the 37 students who completed the assignment, 30 (83%) were successful; however, four of the seven students who failed submitted the paper too late to receive a passing grade.</p> <p>Result: Target Met</p>	<p>Year This Assessment Occurred: 2014-2015</p> <p>GE/IL-SLO Reflection: This particular assignment crosses into art history and other disciplines, and allows for a greater depth of research and critical analysis.</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>07/08/2015 - Students were asked to write a paper regarding the influence of colonialism and its impact on both the colonized state and the imperial power. Out of the 17 students who completed the paper, all 17 received passing grades.</p> <p>Result: Target Met</p>	<p>Year This Assessment Occurred: 2014-2015</p>

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		<p>GE/IL-SLO Reflection: Critical analysis played a key role here, as students had to trace the development of the imperial control and its significance.</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>07/08/2015 - Students researched a specific figure in the revolutionary period of the 20th century and analyzed his or her significance and impact on Europe as a whole. Of the 17 students who completed the paper, 16 (93%) received a grade of C or higher.</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2014-2015</p> <p>GE/IL-SLO Reflection: Use of critical analysis and composition.</p>	
<p>Department - History (HIST) - HIST 4C - HISTORY OF WESTERN CIVILIZATION 1789-PRESENT - SLO 3 - Causation and Individual Impact - The Student will be able to: Recognize and assess the impact of individuals on the course of history and the accompanying causation issues (Created By Department - History (HIST))</p> <p>Course-Level SLO Status: Active</p>	<p>Assessment Method: 7-10 page research paper on a significant European figure in the 19th century.</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>07/08/2015 - Students were required to identify a piece of art, architecture, or literature from the 19th century and analyze the impact of its creator and the piece of work itself on the genre. Of the 23 students who completed the assignment, 20 of them successfully did so. (87%)</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2014-2015</p> <p>GE/IL-SLO Reflection: Critical analysis and composition.</p>	
<p>Department - History (HIST) - HIST 4C - HISTORY OF WESTERN CIVILIZATION 1789-PRESENT - SLO 4 - Movements and Ideologies - The Student will be able to: Analyze the development of the major political, social, and economic movements and ideologies of the 19th and 20th</p>	<p>Assessment Method: Students will answer essay question analyzing the differences between fascism and communism and interpret the reasons that they were able to rise to power in the 20th century.</p> <p>Assessment Method Type:</p>	<p>07/08/2015 - Students were asked to analyze the elements of communism and fascism and to use that analysis to examine the reasons that men such as Stalin and Hitler were able to come to power. Of the 12 students who answered the question, 11 (91%) scored a C or higher.</p> <p>Result:</p>	

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
<p>centuries, including their positive and negative impacts (Created By Department - History (HIST))</p> <p>Course-Level SLO Status: Active</p>	<p>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>Target Met</p> <p>Year This Assessment Occurred: 2014-2015</p> <p>GE/IL-SLO Reflection: Use of critical analysis and composition both present in this assignment.</p>	
<p>Department - History (HIST) - HIST 4CH - HONORS HISTORY OF WESTERN CIVILIZATION - SLO 1 - - The Student will be able to: Using developed research findings on an assigned country or theme, students analyze and synthesize background, challenges, impact, and educated judgments. (Created By Department - History (HIST))</p> <p>Course-Level SLO Status: Active</p>	<p>Assessment Method: Students will compose a research paper analyzing specific countries or themes as assigned.</p> <p>Assessment Method Type: Research Paper</p> <p>Target for Success: 85% pass rate on submitted papers.</p>		
<p>Department - History (HIST) - HIST 4CH - HONORS HISTORY OF WESTERN CIVILIZATION - SLO 2 - Challenges, themes and problems - The Student will be able to: Focusing on major analysis areas, students will be able to identify and critically assess the major challenges, themes and new problems in a specified region during a designated time period in writing (Created By Department - History (HIST))</p> <p>Course-Level SLO Status: Active</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 assignment with a passing grade.</p>		
<p>Department - History (HIST) - HIST 4CH - HONORS HISTORY OF WESTERN CIVILIZATION - SLO 3 - Creating historical questions - The Student will be able to: Move from seeking answers to creating mature historical questions based on research and analysis in writing. (Created By Department - History (HIST))</p>	<p>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 SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
Course-Level SLO Status: Active	Department - History (HIST) - HIST 4CH - HONORS HISTORY OF WESTERN CIVILIZATION - SLO - Individual Impact - Evaluate the role of the individual in the 20th Century history of Europe (Created By Department - History (HIST))		
Department - History (HIST) - HIST 54H - HONORS INSTITUTE SEMINAR IN HISTORY - Critical Communication - Discuss the topic critically with instructor and other students (Created By Department - History (HIST))	Assessment Method: Student will present topic mutually agreed upon to other students in the class. Assessment Method Type: Presentation/Performance Target for Success: 100% of students who participate will successfully present a topic.		
Course-Level SLO Status: Active	Department - History (HIST) - HIST 54H - HONORS INSTITUTE SEMINAR IN HISTORY - Historical Analysis - Explain the importance of the topic to the discipline (Created By Department - History (HIST))	Assessment Method: Students will compose an analytical research paper on a mutually agreed upon topic. Assessment Method Type: Research Paper Target for Success: 90% of students will successfully complete assignment.	
Course-Level SLO Status: Active	Department - History (HIST) - HIST 54H - HONORS INSTITUTE SEMINAR IN HISTORY - Research Skills - Improve research skills (Created By Department - History (HIST))	Assessment Method: Students will research a mutually agreed upon topic in history and present results in written form. Assessment Method Type: Research Paper Target for Success: 90% of students will successfully complete assignment.	
Course-Level SLO Status: Active			

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
<p>Department - History (HIST) - HIST 56 - SPECIAL PROJECTS IN HISTORY - SLO 1</p> <p>- - 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.</p> <p>(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</p> <p>- 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</p> <p>- analytical skill - Achieve enhanced analytical abilities and include the importance of the topic to the discipline.</p> <p>(Created By Department - History (HIST))</p> <p>Course-Level SLO Status: Active</p>			
<p>Department - History (HIST) - HIST 8 - HISTORY OF LATIN AMERICA - Patterns/Themes - A successful student will be able to discuss and analyze patterns and themes in religion, culture, and politics (general and discrete) within the Latin American and Caribbean world. (Created By Department - History (HIST))</p> <p>Course-Level SLO Status: Active</p>	<p>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</p>	<p>10/02/2015 - Out of 23 students enrolled, 3 did not complete the project. Of the 20 who did complete the essay, 17 received a passing grade for an 85% success rate.</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2014-2015</p>	<p>10/02/2015 - Success rate slightly lower than previous year, but there is still a high level of success in the project. Will continue to reinforce analysis of historical events and recurring patterns in religion, culture, and politics.</p>

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
	<p>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>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 minimal details and examples to support it or numerous details and examples that are not all clearly related to thesis</p> <p>3 - essay presents thesis that is not clear and supports it with details and examples which may not clearly relate to the thesis</p> <p>2 - essay presents thesis that is not clear and supports it with too few relevant details and examples</p>	<p>10/02/2015 - Of the 23 students enrolled, all took the exam and 21 passed the essay portion of the test, resulting in a 91% success rate.</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2014-2015</p>	<p>10/02/2015 - Will 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>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 - 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>		
<p>Department - History (HIST) - HIST 9 - HISTORY OF CONTEMPORARY EUROPE - SLO 2 - Individual impact - The Student will be able to: Recognize and assess the impact of individuals on the course of history In writing. (Created By Department - History (HIST))</p> <p>Course-Level SLO Status: Active</p>	<p>Assessment Method: Students will compose an analytical biography of an individual in contemporary European history.</p> <p>Assessment Method Type: Essay/Journal</p> <p>Target for Success: 80% of students will successfully complete the paper.</p> <p>Assessment Method: Students will compose an analytical</p>		

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
	<p>biography of an individual in contemporary European history.</p> <p>Assessment Method Type: Essay/Journal</p> <p>Target for Success: 80% of students will successfully complete the essay.</p> <p>Assessment Method: In careful preplanned seminar discussions, students will be able to speak to, explain, and analyze the impact of 1 leader in Eastern Europe since WWII by previous leader selection.</p> <p>Assessment Method Type: Discussion/Participation</p> <p>Target for Success: Comprehensive, analytical, clear exposition with seminar participants understanding and response.</p>		
<p>Department - History (HIST) - HIST 9 - HISTORY OF CONTEMPORARY EUROPE - SLO 3 - Post-WWII challenges - The Student will be able to: Critically assess the challenges of 20th Century Europe and the impact on contemporary Europe. (Created By Department - History (HIST))</p> <p>Course-Level SLO Status: Active</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 the research paper.</p> <p>Assessment Method: The student will</p> <p>Assessment Method Type: Presentation/Performance</p> <p>Assessment Method: In written 15 page ending paper focusing on analysis of 3 selected issues according to designed format, thorough and documented research, and clear and thoughtful conclusions.</p> <p>Assessment Method Type:</p>		

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
	<p>Exam - Standardized</p> <p>Target for Success: Completion at A level of 90% of students in this 20 person seminar</p>		
<p>Department - History (HIST) - HIST 9H - HONORS HISTORY OF CONTEMPORARY EUROPE - SLO 1 - Research and evaluation</p> <p>- 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.</p> <p>(Created By Department - History (HIST))</p>	<p>Assessment Method: Students will write a research paper examining the assigned country or theme.</p> <p>Assessment Method Type: Research Paper</p> <p>Target for Success: 80% of students will successfully complete the research paper.</p>		
<p>Start Date: 10/10/2013</p> <p>Course-Level SLO Status: Active</p>			
<p>Department - History (HIST) - HIST 9H - HONORS HISTORY OF CONTEMPORARY EUROPE - SLO 2 - Challenges, themes and problems - The Student will be able to: Critically assess the challenges of 20th Century Europe and complimentary areas, and the impact on those areas today In writing (Created By Department - History (HIST))</p>	<p>Assessment Method: Students will complete an essay assessing the challenges of 20th century European society.</p> <p>Assessment Method Type: Essay/Journal</p> <p>Target for Success: 80% of students will successfully complete the research paper.</p>	<p>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>	
<p>Course-Level SLO Status: Active</p>			
<p>Department - History (HIST) - HIST 9H - HONORS HISTORY OF CONTEMPORARY EUROPE - SLO 3 - Individual impact - The Student will be able to: Recognize and assess the impact of individuals on the course of 20th Century history in writing. (Created By Department - History (HIST))</p>	<p>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:</p>		

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
Course-Level SLO Status: Active	80% of students will successfully complete the research paper.		

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>11/25/2013 - in examining students who have taken at least two of the sequential courses (17 or 4) or two or more online classes versus those who were single history course takers, overall students who had completed more than one course were more successful and demonstrated greater proficiency than those students who had only taken one history course. This was particularly clear in the sequential courses, where students who took the courses in order were able to make connections that students with only one course were not able to make.</p>

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	<p>Result: Target Met</p> <p>Year This Assessment Occurred: 2012-2013</p> <p>GE/IL-SLO Reflection: The college's GE/IL-SLO of critical analysis is clearly met by the program and particularly met by this program learning outcome.</p> <p>08/23/2012 - Examining two courses which are at the end of sequences (History 4C and History 17C), faculty analyzed the performance of students who had taken multiple history sections versus those who began the spring quarter with their first history course at Foothill College. Students who had completed multiple previous courses performed at a higher rate than those who had not, particularly on written assignments involving in depth analysis.</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2011-2012</p> <p>GE/IL-SLO Reflection: Communication and critical analysis.</p>	<p>08/23/2012 - Based on the board's approval of the History AA-T degree, combined with the relatively difficulty of collecting data from disparate classes, the history faculty are considering relating the increase in history degrees to their program success in the 2012-13 year.</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 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</p>	

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		<p>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>	
		<p>11/25/2013 - Comparing students who took the sequence of history courses (4 or 17) versus those who only took one class indicated that students who took multiple classes were more able to interpret data and make informed interpretations based on that data. While there were students that were able to do so based on a single course taken, the majority of students who demonstrated high levels of proficiency had taken more than one history course, and were able to provide not only valid interpretation of the data but extensive reasoning and analysis behind that interpretation.</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2012-2013</p> <p>GE/IL-SLO Reflection: Critical analysis remains one of the most essential of the four Cs, and the history department PLOs demonstrate the focus on that for our students.</p>	
		<p>08/23/2012 - Examining two courses which are at the end of sequences (History 4C and History 17C), faculty analyzed the performance of students who had taken prior history courses versus those who had not previously completed a</p>	<p>08/23/2012 - Based on the board's approval of the History AA-T degree, combined with the relatively difficulty of collecting data from disparate classes, the history faculty</p>

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		<p>history class at Foothill or another college. Students who had previously taken history courses demonstrated a stronger proficiency with primary source materials, in particular, and were able to analyze and assess both primary and secondary materials at a higher level of accuracy than their non-history course completing colleagues.</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2011-2012</p> <p>GE/IL-SLO Reflection: Critical analysis.</p>	<p>are considering relating the increase in history degrees to their program success in the 2012-13 year.</p> <hr/>