

**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.*

**Department Name:** History

**Division Name:** Business and Social Sciences

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

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

**Number of Full Time Faculty:**

3

**Number of Part Time Faculty:**

7

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

NA

**List all programs covered by this review and indicate the program type:**

History	<input type="checkbox"/> Certificate	<input checked="" type="checkbox"/> AA / AS	<input type="checkbox"/> AD-T	<input type="checkbox"/> Pathway
History	<input type="checkbox"/> Certificate	<input type="checkbox"/> AA / AS	<input checked="" type="checkbox"/> AD-T	<input type="checkbox"/> Pathway
	<input type="checkbox"/> Certificate	<input type="checkbox"/> AA / AS	<input type="checkbox"/> AD-T	<input type="checkbox"/> Pathway
	<input type="checkbox"/> Certificate	<input type="checkbox"/> AA / AS	<input type="checkbox"/> AD-T	<input type="checkbox"/> Pathway
	<input type="checkbox"/> Certificate	<input type="checkbox"/> AA / AS	<input type="checkbox"/> AD-T	<input type="checkbox"/> Pathway

**SECTION 1: PROGRAM DATA & ENROLLMENT**

**1A. Transcriptable Program Data:** Data will be posted on Institutional Research's [website](#) for all measures except non-transcriptable completion. You must manually copy data in the boxes below for every degree or certificate of achievement covered by this program review.

Transcriptable Program	2013-2014	2014-2015	2015-2016
History AA	5	6	3
History ADT	1	3	11

**1B. Non-Transcriptable Program Data:** Please provide any non-transcriptable completion data you have available. Institutional Research does not track this data; you are responsible for tracking this data.

Non-Transcriptable Program	2013-2014	2014-2015	2015-2016
NA			

Please provide the rationale for offering a non-transcriptable program and share the most recent program completion data available.

NA

### 1C. Department Level Data:

	2013-2014	2014-2015	2015-2016
<b>Enrollment</b>	<b>3261</b>	<b>2897</b>	<b>2901</b>
<b>Productivity</b>	<b>511</b>	<b>502</b>	<b>530</b>
<b>Course Success</b>	<b>67%</b>	<b>69%</b>	<b>69%</b>
<b>Full-Time Load (FTEF)</b>	<b>3.3</b>	<b>3.2</b>	<b>2.7</b>
<b>Part-Time Load (FTEF)</b>	<b>3.6</b>	<b>2.7</b>	<b>3.1</b>

### 1D. Enrollment Trend:

Program Enrollment (Over Past 3 Years): ☐ Increase ☒ Steady/No Change ☐ Decrease

**1E. Course Success Trends:** Please describe course success trends for the following student groups and compare the program-level data with the college-level data.

	Program-Level Trend			College-Level Comparison		
	Increase	Steady/No Change	Decrease	Above	At Level	Below
African American	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Asian	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Filipino	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Latino/a	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Native American	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Pacific Islander	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
White	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Decline to State	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**1F. Course Success Demographics:** Please compare the program-level course success rate data for the following student groups with the college-level data.

Male: ☐ Above Level ☐ At Level ☒ Below Level  
 Female: ☐ Above Level ☐ At Level ☒ Below Level  
 <25 Years Old: ☐ Above Level ☐ At Level ☒ Below Level  
 >25 Years Old: ☐ Above Level ☐ At Level ☒ Below Level

**1G. Equity:** One of the goals of the College's Student Equity plan is to close the performance gap for disproportionately impacted students, including African-American, Hispanic/Latino, and Filipinos/Pacific Islanders. If the course success rates for these students (or other groups not listed above, such as foster youth, veterans, and students with disabilities) is below that of the College, what is your program doing to address this?

The history program has seen an increase in each of the targeted groups over the last two years, although course success rates for disproportionately impacted students remain lower than the overall college rates. The re-introduction of Latin American History has drawn more impacted students into the program, as has the active promotion of the AD-T in History. The college has approved the hire of a new faculty member in history, and the job description for that position has the ability to teach Asian or African history as a preferred qualification, as well as a focus on world history, which should draw more

students interested in areas outside of the European and American experiences. The department has also engaged with the First Year Experience (FYE) program to offer transfer level courses within that program to historically disproportionately impacted students.

**1H. Course Enrollment:** If there are particular courses that are not getting sufficient enrollment, are regularly cancelled due to low enrollment, or are not scheduled, discuss how your program is addressing this.

NA

**1I. Productivity:** Although the college productivity goal is **535**, there are many factors that affect productivity (i.e. seat count / facilities / accreditation restrictions).

Program Productivity Trend: ☒ Increase ☐ Steady/No Change ☐ Decrease  
 Program Productivity (Compared to College): ☐ Above Goal ☒ At Goal ☐ Below Goal

Please discuss what factors may be affecting your program's productivity.

The reduction in the number of sections, due in part to the retirement of a full time faculty member in December 2015, meant that productivity has increased from 502 to 530 in the last year. Because that faculty member taught honors classes each quarter, that increase in productivity is logical. The department will be offering honors courses this year, but only two instead of three.

If your program's productivity is below that of the College, please discuss your program objectives aimed at addressing this.

NA

## SECTION 2: COURSE COMPLETION & PROGRAM IMPROVEMENT

**2A. Institutional Standard:** This represents the lowest course completion (success) rate deemed acceptable by the College's accrediting body (ACCJC). The institutional standard is **57%**.

Program Level Course Completion: ☒ Above Standard ☐ At Standard ☐ Below Standard  
 Targeted Student Course Completion: ☒ Above Standard ☐ At Standard ☐ Below Standard  
 Online Student Course Completion: ☒ Above Standard ☐ At Standard ☐ Below Standard  
 In-Person/Hybrid Course Completion: ☒ Above Standard ☐ At Standard ☐ Below Standard

**2B. Institutional Effectiveness (IEPI) Goal:** This represents an aspirational goal for course completion (success) rates; all programs should strive to reach/surpass this goal. The IEPI goal is **77%**.

Program Level Course Completion: ☐ Above Goal ☐ At Goal ☒ Below Goal  
 Targeted Student Course Completion: ☐ Above Goal ☐ At Goal ☒ Below Goal  
 Online Student Course Completion: ☐ Above Goal ☐ At Goal ☒ Below Goal  
 In-Person/Hybrid Course Completion: ☐ Above Goal ☐ At Goal ☒ Below Goal

Please comment on your program's efforts to continually improve course completion (success) rates, especially for students with basic skills needs.

All history courses have advisories to prepare students for the level of rigor and expected academic preparation required to be successful in the course. Current success rates overall in history are at 69%, well above the college standard set by the ACCJC and only slightly below the aspirational goal set by the IEPI. In addition to advisories, the department is working on standards for writing assignments to assist

students who may not be familiar with the college writing process in the social sciences. The department is also working with the Teaching and Learning Center (including the embedded tutor program), library faculty and others (including First Year Experience) to provide students with the basic foundational skills they will need in order to be successful in any college transferable course, not just in history.

If your program's course completion (success) rates are below the institutional standard (see above), please discuss your program objectives aimed at addressing this.

**2C. Faculty Discussion:** Does meaningful dialogue currently take place in shaping, evaluating, and assessing your program's Student Learning Outcomes (SLOs)? ☒ Yes ☐ No

Does meaningful dialogue currently take place around equity and course success rates? ☒ Yes ☐ No

If yes, in what venues do these discussions take place? (Check all that apply)

☒ Department Meetings ☒ Opening Day ☐ Online Discussions ☐ Other:

If no, please discuss what is missing and/or the obstacles to ensuring meaningful dialogue takes place.

**2D. Course-Level:** How has assessment and reflection of course-level Student Learning Outcomes (CL-SLOs) and course completion data led to course-level changes?

We have made significant changes to our course level SLOs since their introduction, largely driven by conversations within the department about expectations, requirements, and transfer needs. Assessments are more in line with what are required by our transfer feeder schools (primarily UC Davis, Berkeley, Santa Clara, and SFSU).

If your program's CL-SLOs are not being met, please indicate your program objectives aimed at addressing this.

NA

**2E. Program-Level:** How has assessment and reflection of program-level Student Learning Outcomes (PL-SLOs) led to certificate/degree program changes and/or improvements?

One of the major changes has been the inclusion of primary source assessments in all courses; because these are required for the AD-Ts, we are looking at primary source usage at all levels, not just in select classes. We continue to work on writing ability, through both scaffolding of assignments and allowing for a range of types of assignments (short answers, essay, research paper, primary document analysis, and the like).

What is being done at the program-level to assist students in achieving degree/certificate completion and/or transferring to a four-year institution?

The number of history degrees has increased significantly over the past two years, due to both the marketing efforts of the faculty, the creation of a history club, and the ensuring that all major prep courses are offered at least once every two years.

If your department has a Workforce/CTE program, please complete Section 2F.

If your department does not have a Workforce/CTE program, please skip to Section 3.

**2F. Workforce/CTE Programs:** Refer to the program review [website](#) for labor market data.

What is the regional three-year projected occupational growth for your program?

What is being done at the program-level to assist students with job placement and workforce preparedness?

If your program has other program-level outcomes assessments (beyond SLOs and labor market data), discuss how that information has been used to make program changes and/or improvements.

### SECTION 3: SUMMARY OF PROGRAM OBJECTIVES & RESOURCE REQUESTS

**3A. Past Program Objectives:** Please list program objectives (not resource requests) from past program reviews and provide an update by checking the appropriate status box.

Increase retention for targeted groups in online courses	Year: 2015-16	<input type="checkbox"/> Completed	<input checked="" type="checkbox"/> Ongoing	<input type="checkbox"/> No Longer a Goal
Teach History 8 and History 19	Year: 2014-15	<input type="checkbox"/> Completed	<input checked="" type="checkbox"/> Ongoing	<input type="checkbox"/> No Longer a Goal
Create Online Standards	Year: 2015-16	<input checked="" type="checkbox"/> Completed	<input type="checkbox"/> Ongoing	<input type="checkbox"/> No Longer a Goal
	Year:	<input type="checkbox"/> Completed	<input type="checkbox"/> Ongoing	<input type="checkbox"/> No Longer a Goal
	Year:	<input type="checkbox"/> Completed	<input type="checkbox"/> Ongoing	<input type="checkbox"/> No Longer a Goal
	Year:	<input type="checkbox"/> Completed	<input type="checkbox"/> Ongoing	<input type="checkbox"/> No Longer a Goal
	Year:	<input type="checkbox"/> Completed	<input type="checkbox"/> Ongoing	<input type="checkbox"/> No Longer a Goal
	Year:	<input type="checkbox"/> Completed	<input type="checkbox"/> Ongoing	<input type="checkbox"/> No Longer a Goal

Please comment on any challenges or obstacles with ongoing past objectives.

With the potential of a new hire, we may be able to offer History 19 or a new Asian or African history course, as well as examining the possibility of offering World Civilization.

Please provide rationale behind any objectives that are no longer a priority for the program.

**3B. New Program Objectives:** Please list all new program objectives discussed in Sections 1-2; do not list resource requests in this section.

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>
Successfully hire new full time faculty	2016-17	Successful hire
Increase Honors Program offerings	2016-2018	Creation of new course for Honors
Continue to improve retention in online courses	2016-17	Increase in retention
Develop World Civilization course series	2017 - 2018	Course Approved

Develop African American History course	2017 - 2018	Course Approved

**3C. EMP Goals.** Please refer to the Educational Master Planning (EMP) [website](#) for more information. Indicate which EMP goals are supported by your program objectives (Check all that apply).

- ☒ Create a culture of equity that promotes student success, particularly for underserved students.
- ☐ Strengthen a sense of community and commitment to the College's mission; expand participation from all constituencies in shared governance.
- ☐ Recognize and support a campus culture that values ongoing improvement and stewardship of resources.

**3D. 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. Be sure to mention the resource request in your narrative above when discussing your program so the request can be fully vetted.

Resource Request	\$	Program Objective (Section 3B)	Type of Resource Request			
			Full-Time Faculty/Staff Position	One-Time B-Budget Augmentation	Ongoing B-Budget Augmentation	Facilities and Equipment
NA			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**3E. Unbudgeted Reassigned Time:** Please list and provide rationale for requested reassign time.

NA

**3F.** Please review the resource requests that were granted over the last three years and provide evidence that the resource allocations supported your objectives and led to student success.

NA

#### SECTION 4: PROGRAM SUMMARY

**4A. Prior Feedback:** Address the concerns or recommendations made in prior program review cycles, including any feedback from the Dean/VP, Program Review Committee (PRC), etc.

Concern/Recommendation	Comments
Participation in Online Course Standards	All full time members of the department were involved in the creation of division wide standards and in the dissemination of those to the part time faculty in the department.

Re-offering of Asian History	Depending on the hiring processes, this may be something to work on with the new historian once he/she is hired.

**4B. Summary:** What else would you like to highlight about your program (e.g. innovative initiatives, collaborations, community service/outreach projects, etc.)?

History remains a vital, integral part of the Business and Social Sciences division and of the college as a whole. With the unexpected retirement of Konnilyn Feig last year, the department requested but did not receive an out-of-cycle hire, which resulted in the department not being able to be as actively involved in creation of new courses and the like. We did succeed in hiring two part time faculty for the fall 2016 quarter, both in European history, and hope that the search for a new full time historian will bring in someone with a diversity of interests both in terms of historical fields and in terms of college service. The current chair is also deeply involved in statewide work and will be presenting at the Organization of American Historians' national conference in New Orleans in April; both of the other full time historians are also actively engaged in the historical community and participate in a variety of local and regional conferences, both in terms of attending and giving presentations.

## SECTION 5: LEARNING OUTCOMES ASSESSMENT SUMMARY

**5A. Attach 2015-2016 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.

**5B. Attach 2015-2016 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 6: FEEDBACK AND FOLLOW-UP

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

**6A. Strengths and successes of the program as evidenced by the data and analysis:**

The History Department at Foothill College continues to be one of the College's strongest transfer-focused disciplines with high quality faculty, diverse course offerings and strong learning outcomes. The department is searching for new full-time faculty member which will add to the department's ability to offer new courses in the areas of Africa and Asia. The department has long offered courses in the Honors program and also was an early adopter of the ADT. The History ADT has grown in student graduation rates and I look for that to continue each year. The data demonstrates the program has strong productivity at 530 and strong student success rates in both modalities at approximately 69%. This is below the college IEPI goal of 77% but is consistent with transfer discipliness in BSS. The program faculty are engaged on campus in numerous activites such as Academic Senate, the Faculty Association, the Curriculum Committee and statewide Academic Senate. Online courses are evaluated consistently and quality is strong. The program has participated in the First Year Experience cohort last year and this year, which is aimed at reducing the achievement gap among at-risk students.

**6B. Areas of concern, if any:**

No areas of concern.

**6C. Recommendations for improvement:**

Add a new honors class in US History, as listed in this program review, continue to focus on online course retention strategies and complete the development of the World Civilization course curriculum, which will enable the ADT in Elementary Teacher Education to move forward.

**6D. Recommended Next Steps:**

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

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

**6E. Strengths and successes of the program as evidenced by the data and analysis:**

The department should be commended on the quality and breath of its program. The program supports both the General Education program as well as offering its own degrees. The ADT especially shows signs of meeting the needs of an increasing number of students.

**6F. Areas of concern, if any:**

The course success rates for targeted students are about 15 percentage points lower than for other students. While the department has outlined its work to close the gap, the department might consider what other information could help in departmental discussions.

**6G. Recommendations for improvement:**

The department might consider research that looks at prior course taking patterns and / or whether course and program outcomes vary by past course work and student group. The department might consider looking at the range of courses ADT graduates have completed to improve the guidance on the pathway offered to future students.

**6H. Recommended Next Steps:**

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

*Upon completion of Section 6, the Program Review 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
Department - History (HIST) - HIST 10 - HISTORY OF CALIFORNIA: THE MULTICULTURAL STATE - SLO 1 - factual knowledge - A successful student will demonstrate factual knowledge of important public figures, social, economic, cultural, political and intellectual developments in California history. (Created By Department - History (HIST))  <b>Course-Level SLO Status:</b> Active	<b>Assessment Method:</b> Final <b>Assessment Method Type:</b> Exam - Course Test/Quiz <b>Target for Success:</b> 80%	11/28/2016 - 26 out of 30 students passed the final -- 87% <b>Result:</b> Target Met <b>Year This Assessment Occurred:</b> 2015-2016	
		10/13/2015 - 29 of 33 students passed the final -- 88% <b>Result:</b> Target Met <b>Year This Assessment Occurred:</b> 2014-2015 <b>Resource Request:</b> Embedded tutor <b>GE/IL-SLO Reflection:</b> The embedded tutor certainly aided some students who would otherwise have failed the class.	
		10/08/2014 - 20 of 25 students passed the final exam -- 80% <b>Result:</b> Target Met <b>Year This Assessment Occurred:</b> 2013-2014 <b>GE/IL-SLO Reflection:</b> 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.	
		08/23/2012 - Of the 48 students enrolled, 39 successfully completed the research paper -- 81%	

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		<b>Result:</b> Target Met <b>Year This Assessment Occurred:</b> 2011-2012 <b>GE/IL-SLO Reflection:</b> The assessment method noted did not adequately measure SLO 1.	
Department - History (HIST) - HIST 10 - HISTORY OF CALIFORNIA: THE MULTICULTURAL STATE - SLO 2 - Historical analysis - Develop a historical analysis and support it using details and examples. (Created By Department - History (HIST))  <b>Course-Level SLO Status:</b> Active	<b>Assessment Method:</b> Students will present historical analysis on a topic in California history. <b>Assessment Method Type:</b> Case Study/Analysis <b>Target for Success:</b> 80% of students will successfully complete the assignment.	11/28/2016 - 26 out of 30 students passed this assessment -- 87% <b>Result:</b> Target Met <b>Year This Assessment Occurred:</b> 2015-2016	
		10/13/2015 - 26 out of 33 students passed this assessment -- 79% <b>Result:</b> Target Not Met <b>Year This Assessment Occurred:</b> 2014-2015 <b>Resource Request:</b> Embedded tutor <b>GE/IL-SLO Reflection:</b> This target was very close to being met. The embedded tutor certainly aided some students who would otherwise have failed the class.	
		10/08/2014 - 21 out of 25 students successfully completed this assignment -- 84% <b>Result:</b> Target Met <b>Year This Assessment Occurred:</b> 2013-2014	
		08/23/2012 - Of 48 students enrolled, 40 successfully complete the assignment --83% <b>Result:</b> Target Met <b>Year This Assessment Occurred:</b> 2011-2012	

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		<b>GE/IL-SLO Reflection:</b> Critical Analysis.	
Department - History (HIST) - HIST 10 - HISTORY OF CALIFORNIA: THE MULTICULTURAL STATE - SLO 3 - Events and Patterns - Relate important historical events and patterns to current events and patterns and identify significant similarities and differences (Created By Department - History (HIST))  <b>Course-Level SLO Status:</b> Active	<b>Assessment Method:</b> Students will complete essays demonstrating ability to relate patterns and events. <b>Assessment Method Type:</b> Essay/Journal <b>Target for Success:</b> 80% of students will successfully complete essay.	11/28/2016 - 24 of 30 students successfully completed essay -- 80% <b>Result:</b> Target Met <b>Year This Assessment Occurred:</b> 2015-2016	
		10/13/2015 - 27 out of 33 students passed this assessment -- 82% <b>Result:</b> Target Met <b>Year This Assessment Occurred:</b> 2014-2015 <b>Resource Request:</b> Embedded tutor <b>GE/IL-SLO Reflection:</b> The embedded tutor certainly aided some students who would otherwise have failed the class.	
		10/08/2014 - 19 of 25 students demonstrated proficiency on the essays -- 76% <b>Result:</b> Target Not Met <b>Year This Assessment Occurred:</b> 2013-2014 <b>Resource Request:</b> Several students who did not meet proficiency had special needs -- more academic and counseling support needed for these students. <b>GE/IL-SLO Reflection:</b> 20% of students failed to complete the assignment. More follow through needed to determine why they gave up.	10/08/2014 - More active follow up with students who may be having problems with writing.
		08/23/2012 - Out of 48 enrolled students, 39 successfully completed the assignment -- 81% <b>Result:</b>	

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		Target Met <b>Year This Assessment Occurred:</b> 2011-2012 <b>GE/IL-SLO Reflection:</b> Communication and Critical Analysis.	
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))  <b>Course-Level SLO Status:</b> 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))  <b>Course-Level SLO Status:</b> 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))  <b>Course-Level SLO Status:</b> Active			
Department - History (HIST) - HIST 16 - INTRODUCTION TO ANCIENT ROME - SLO 4 - Impact of Roman Empire - The			

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

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
	<p> <a href="http://classics.mit.edu/Augustus/deeds.html">//classics.mit.edu/Augustus/deeds.html</a>            ? What self-image did Augustus wish to project in his new public buildings and monuments?            ? What were Augustus' goals? At home with the behavior of the people. And then with the Senate? the Army ?            ? How did Augustus administer the provinces? Was it better than before            ? What major legacies did he leave?            ? What major legacies did he leave? How does Virgil praise Augustus in his Aeneid?            ? How does Augustus portray his seizure of power at the start and end of his Achievements?            ? How did Augustus maintain the goodwill of the lower classes after excluding them from politics?            ? Finally, was he a great man?         </p> <p> <b>Assessment Method Type:</b>            Research Paper  <b>Target for Success:</b>            80% A, 20% B.         </p>		
<p>Department - History (HIST) - HIST 16H - HONORS INTRODUCTION TO ANCIENT ROME - SLO 3 - Events and Patterns - The Student will be able to synthesize and analyze the major themes and patterns of Ancient Rome - in writing. (Created By Department - History (HIST))</p> <p><b>Course-Level SLO Status:</b> Active</p>			
<p>Department - History (HIST) - HIST 16H - HONORS INTRODUCTION TO ANCIENT ROME - SLO 4 - Impact of Roman Empire - The Student will be able to critically assess the legacy, heritage, impact of the Roman Empire. (Created By Department - History</p>			

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
(HIST))			
<b>Course-Level SLO Status:</b> Active			
Department - History (HIST) - HIST 17A - HISTORY OF THE UNITED STATES TO 1816 - SLO 2 - Historical analysis - Develop a historical analysis and support it using details and examples. (Created By Department - History (HIST))	<p><b>Assessment Method:</b> Written essay measuring depth of historical analysis and assessed using following rubric:</p> <p>5 - essay presents clear thesis and adequately supports it with clearly related details and examples</p> <p>4 - essay presents clear thesis but includes minimal details and examples to support it or numerous details and examples that are not all clearly related to thesis</p> <p>3 - essay presents thesis that is not clear and supports it with details and examples which may not clearly relate to the thesis</p> <p>2 - essay presents thesis that is not clear and supports it with too few relevant details and examples</p> <p>1 -- essay does not present thesis or supports thesis with generalities rather than any details or examples</p> <p><b>Assessment Method Type:</b> Research Paper</p> <p><b>Target for Success:</b> 80% pass rate for students completing the project</p>	<p>11/06/2016 - Out of 30 students enrolled, 8 did not complete the project. Of the 22 who did complete the essay, 21 received a passing grade for an 95% success rate. This cycle included several smaller steps/assignments for the project that led them towards a much higher success rate in the final paper. Success rates have greatly improved while completion rates have slipped.</p> <p><b>Result:</b> Target Met</p> <p><b>Year This Assessment Occurred:</b> 2015-2016</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><b>Result:</b> Target Met</p> <p><b>Year This Assessment Occurred:</b> 2014-2015</p> <p>02/12/2014 - Students who submitted the project did very well</p> <p><b>Result:</b> Target Met</p> <p><b>Year This Assessment Occurred:</b> 2013-2014</p> <p><b>Resource Request:</b> None</p> <p><b>GE/IL-SLO Reflection:</b> Different research projects seem to have</p>	<p>11/06/2016 - Will continue to refine and expand steps to capture students falling behind in deadlines.</p> <hr/> <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> <hr/>

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		similar levels of success for those students who attempt them.	
		10/10/2013 - Out of 44 students enrolled, 34 completed the project and 24 received a passing grade for a 71% success rate. Of the 10 that did not receive a passing grade, 6 would have passed based on their finished project but they received deductions that brought them below a passing grade. If these students had completed the assignment on time, the class would have had an 88% success rate. <b>Result:</b> Target Not Met <b>Year This Assessment Occurred:</b> 2012-2013	10/10/2013 - In my observations, the biggest problem was that students waited until the deadline to start on the project. Future projects will include several smaller steps/assignments that will lead them towards completion of the final paper earlier in the quarter.
		08/23/2012 - Out of 30 students enrolled, 27 completed the project and 25 received a passing grade -- 83%. <b>Result:</b> Target Met <b>Year This Assessment Occurred:</b> 2011-2012 <b>GE/IL-SLO Reflection:</b> Critical analysis.	10/15/2011 - Continue successful elements of project including early and regular feedback and first draft review.
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))  <b>Course-Level SLO Status:</b> Active	<b>Assessment Method:</b> Written essay measuring depth and detail of comparisons and assessed using the following rubric:  5 - essay presents clear thesis and shows detailed understanding of historical and current patterns and events. Significant similarities and differences are identified and explained  4 - essay presents clear thesis and shows understanding of historical and current patterns and events. Significant similarities and differences are identified but not	11/06/2016 - Of the 30 students enrolled, 7 did not take the final and 22 passed the essay portion of the test, resulting in a 96% success rate. <b>Result:</b> Target Met <b>Year This Assessment Occurred:</b> 2015-2016	11/06/2016 - Continue to reinforce analysis of historical events in their similarities and differences with current events and patterns.
		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.	10/02/2015 - Continue to reinforce analysis of historical events in their similarities and differences with current events and patterns.
		<b>Result:</b> Target Met <b>Year This Assessment Occurred:</b>	



Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
	adequately explained	2014-2015	
	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.	02/12/2014 - Mixed results across sections, but generally successful <b>Result:</b> Target Met <b>Year This Assessment Occurred:</b> 2013-2014	02/12/2014 - Faculty will meet to discuss ways to adjust assessments or focus student learning to improve student performance.
	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.	<b>Resource Request:</b> Increased support from teaching and learning center for those students who need help with writing <b>GE/IL-SLO Reflection:</b> Relative success here compare to SLO1 may reflect student preparation and/or appropriateness of assessments used for SLO #1	
	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. <b>Assessment Method Type:</b> Exam - Course Test/Quiz <b>Target for Success:</b> 80% pass rate on essay portion of final	10/10/2013 - Of the 44 students enrolled, 8 did not take the final and 34 passed the essay portion of the test, resulting in a 94% success rate. <b>Result:</b> Target Met <b>Year This Assessment Occurred:</b> 2012-2013	10/10/2013 - Continue to reinforce analysis of historical events in their similarities and differences with current events and patterns.
		10/15/2011 - Out of 25 students, 9 did not take the final, and 8 passed the essay portion of the test -- 50% pass rate for those attempting. <b>Result:</b> Target Not Met <b>Year This Assessment Occurred:</b> 2010-2011 <b>Resource Request:</b> Increased staffing of tutorial center before and during finals week	10/15/2011 - Emphasize to students from beginning of course the importance of attendance, study skills and successful completion of course. Increase effort to drop students who show no effort in class earlier in the quarter.
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,	<b>Assessment Method:</b> Objective test at end of class to measure level of factual knowledge of significant people and developments <b>Assessment Method Type:</b>	08/11/2016 - HIST 17A, Section 10761 and Section 10027, Summer 2016 - Combined, a total of 88 people took the objective final exam. Of those, 74 people, or 84%, earned a grade of 80% or better on the exam.	

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
<p>political and intellectual developments in early American history. (Created By Department - History (HIST))</p> <p><b>Course-Level SLO Status:</b> Active</p>	<p>Exam - Course Test/Quiz</p> <p><b>Target for Success:</b> 80% pass rate on objective part of exam</p>	<p><b>Result:</b> Target Met</p> <p><b>Year This Assessment Occurred:</b> 2015-2016</p> <p><b>Resource Request:</b> N/A</p> <p><b>GE/IL-SLO Reflection:</b> Participating in the class and preparing for the exam requires analytical reading skills (C-1), judgment and decision making, and intellectual curiosity (C-3).</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>10/02/2015 - Will continue to emphasize the importance of regular attendance and effective study skills as a path to academic success.</p>
		<p><b>Result:</b> Target Met</p> <p><b>Year This Assessment Occurred:</b> 2014-2015</p> <p>02/12/2014 - Mixed results across sections</p> <p><b>Result:</b> Target Not Met</p> <p><b>Year This Assessment Occurred:</b> 2013-2014</p> <p><b>Resource Request:</b> Increased support from teaching and learning center</p> <p><b>Resource Request:</b> Increased support from teaching and learning center</p> <p><b>GE/IL-SLO Reflection:</b> 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><b>GE/IL-SLO Reflection:</b> Students seem to either do very well or fail. Students need more help inside and outside</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
		the classroom managing the material and developing the basic skills necessary to pass a survey college course.	
		10/10/2013 - 44 students enrolled in the class by the date of the final, but 7 did not take the final exam. Of the 37 who completed the exam, 33 passed the objective portion of the exam, resulting in a 89% success rate. <b>Result:</b> Target Met <b>Year This Assessment Occurred:</b> 2012-2013	10/10/2013 - Will continued to emphasize to students the importance of regular attendance and personalized study skills.
		08/23/2012 - Out of 30 students enrolled, 5 did not take the final. Of the 25 who did take the final, 17 passed the objective part of the exam -- 68%. <b>Result:</b> Target Not Met <b>Year This Assessment Occurred:</b> 2011-2012 <b>Resource Request:</b> Increased staffing of tutorial center before and during finals week <b>GE/IL-SLO Reflection:</b> Communication/critical thinking and analysis.	10/15/2011 - Emphasize to students from beginning of course the importance of attendance, study skills and successful completion of course.  Increase effort to drop students who show no effort in class earlier in the quarter.
	<b>Assessment Method:</b> In an organized and cited 1,000 word essay that is based on the assigned readings, students will identify three ways the government regulated taverns for the benefit of the community in the sixteenth and early-seventeenth century Chesapeake. <b>Assessment Method Type:</b> Essay/Journal <b>Target for Success:</b> Seventy percent or more of student will earn a grade of 70% or higher on the essay.	07/06/2016 - Of the forty-four students submitting the assignment, eighty percent earned a grade of seventy percent or greater. (History 17A, Sections 40428, Spring 2016) <b>Result:</b> Target Met <b>Year This Assessment Occurred:</b> 2015-2016 <b>Resource Request:</b> N/A <b>GE/IL-SLO Reflection:</b> The SLO target was met with over eighty percent of the students successfully demonstrating the knowledge and skills acquired in the class.	

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		<p>05/12/2016 - Of the sixty-three students submitting the assignment, eighty-one percent earned a grade of seventy percent or greater. (History 17A, Sections 30210 &amp; 32426, Winter 2016)</p> <p><b>Result:</b> Target Met</p> <p><b>Year This Assessment Occurred:</b> 2015-2016</p> <p><b>GE/IL-SLO Reflection:</b> The SLO target was met with over eighty percent of the students successfully demonstrating the knowledge and skills acquired in the class.</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><b>Course-Level SLO Status:</b> Active</p>	<p><b>Assessment Method:</b> Objective test at end of class to measure level of factual knowledge of significant people and developments</p> <p><b>Assessment Method Type:</b> Exam - Course Test/Quiz</p> <p><b>Target for Success:</b> High percentage of students receive passing grade on objective portion of test</p>	<p>11/06/2016 - Of the 35 students enrolled, 3 did not take the final. Of the 32 who did take the final, 27 passed the objective part of the exam for a 84% success rate.</p> <p><b>Result:</b> Target Met</p> <p><b>Year This Assessment Occurred:</b> 2015-2016</p> <hr/> <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><b>Result:</b> Target Met</p> <p><b>Year This Assessment Occurred:</b> 2014-2015</p> <hr/> <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><b>Result:</b> Target Met</p> <p><b>Year This Assessment Occurred:</b> 2013-2014</p> <hr/>	<p>11/06/2016 - Success remained the same as compared to the evaluation of 2014-2015. Will continue to emphasize the importance of regular attendance and effective study skills.</p> <hr/> <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> <hr/> <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> <hr/>

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		10/10/2013 - Of the 28 students enrolled, 6 did not take the final. Of the 22 who did take the final, 17 passed the objective part of the exam for a 77% success rate. <b>Result:</b> Target Not Met <b>Year This Assessment Occurred:</b> 2012-2013	10/10/2013 - Will continue to emphasize the importance of regular attendance and effective study skills. _____
		07/25/2012 - 65% of students passed objective portion of test. <b>Result:</b> Target Not Met <b>Year This Assessment Occurred:</b> 2011-2012	07/25/2012 - Re-emphasize study plan for students. Focus student attention on important information throughout quarter _____
<p>Department - History (HIST) - HIST 17B - HISTORY OF THE UNITED STATES FROM 1812 TO 1914 - SLO 2 - Historical analysis - Develop a historical analysis and support it using details and examples.</p> <p>GE- Developing a detailed historical analysis demonstrates analytical writing skills including evaluation, synthesis, and research. (Created By Department - History (HIST))</p> <p><b>Course-Level SLO Status:</b> Active</p>	<p><b>Assessment Method:</b> Written essay measuring depth of historical analysis and assessed using following rubric:</p> <p>5 - essay presents clear thesis and adequately supports it with clearly related details and examples</p> <p>4 - essay presents clear thesis but includes minimal details and examples to support it or numerous details and examples that are not all clearly related to thesis</p>	<p>11/06/2016 - Out of 35 students enrolled, 8 did not complete the project. Of the 27 who did complete the essay, 21 received a passing grade for an 78% 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 85% success rate. <b>Result:</b> Target Met <b>Year This Assessment Occurred:</b> 2015-2016</p>	<p>11/06/2016 - Success rate increased 2-3% as compared to the evaluation of 2014-2015. Will continue to emphasize the importance of completing several smaller steps/assignments that will lead them towards completion of the final paper earlier in the quarter. _____</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>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. <b>Result:</b></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</p>

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
	<b>Assessment Method Type:</b> Research Paper <b>Target for Success:</b> Majority of students score 3 or higher on assessment rubric	Target Met <b>Year This Assessment Occurred:</b> 2014-2015	issues with student preparedness, and as a result the success level dropped slightly.
		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. <b>Result:</b> Target Met <b>Year This Assessment Occurred:</b> 2013-2014	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 these issues with student preparedness.
		10/10/2013 - Out of 28 students enrolled, 8 did not complete the project. Of the 20 who did complete the essay, 16 received a passing grade for an 80% success rate. Of the 4 that did not receive a passing grade, all 4 would have passed based on their finished project but they received deductions that brought them below a passing grade. If these students had completed the assignment on time, the class would have had a 100% success rate. <b>Result:</b> Target Met <b>Year This Assessment Occurred:</b> 2012-2013	10/10/2013 - In my observations, the biggest problem was that students waited until the deadline to start on the project. Future projects will include several smaller steps/assignments that will lead them towards completion of the final paper earlier in the quarter.
		07/25/2012 - 77% of students scored 3 or higher on assessment rubric. <b>Result:</b> Target Met <b>Year This Assessment Occurred:</b> 2011-2012 <b>GE/IL-SLO Reflection:</b> Majority of students demonstrate ability to	

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
	<p><b>Assessment Method:</b> Students will write a 1,000-word historical analysis using primary and secondary sources on a topic relevant to the course as determined by the instructor. The college-level essay should be organized, specific, cited, logical, and have appropriate word usage and demonstrate suitable English writing skills.</p> <p><b>Assessment Method Type:</b> Essay/Journal</p> <p><b>Target for Success:</b> Seventy percent or more of the students submitting the assignment will earn a grade of seventy percent or higher on the essay.</p>	communicate historical analysis effectively.	
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><b>Assessment Method:</b> Written essay measuring depth and detail of comparisons and assessed using the following rubric:</p> <p>5 - essay presents clear thesis and shows detailed understanding of historical and current patterns and events. Significant similarities and differences are identified and explained</p> <p>4 - essay presents clear thesis and shows understanding of historical and current patterns and events. Significant similarities and differences are identified but not adequately explained</p> <p>3 - essay presents thesis that is not clear and shows only some understanding of historical and/or current patterns and events. Or some specific similarities and differences are not clearly relevant.</p>	<p>11/06/2016 - Of the 35 students enrolled, 7 did not take the final and 26 passed the essay portion of the test, resulting in a 96% success rate.</p> <p><b>Result:</b> Target Met</p> <p><b>Year This Assessment Occurred:</b> 2015-2016</p>	11/06/2016 - Continue to reinforce analysis of historical events in their similarities and differences with current events and patterns.
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>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><b>Result:</b> Target Met</p> <p><b>Year This Assessment Occurred:</b> 2014-2015</p>	10/02/2015 - Continue to reinforce analysis of historical events in their similarities and differences with current events and patterns.
<b>Course-Level SLO Status:</b> Active		<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><b>Result:</b> Target Met</p> <p><b>Year This Assessment Occurred:</b></p>	10/08/2014 - Continue to reinforce analysis of historical events in their similarities and differences with current events and patterns.

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
	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.	2013-2014 10/10/2013 - Of the 28 students enrolled, 6 did not take the final and 18 passed the essay portion of the test, resulting in a 82% success rate. <b>Result:</b> Target Met <b>Year This Assessment Occurred:</b>	10/10/2013 - Continue to reinforce analysis of historical events in their similarities and differences with current events and patterns.
	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.	2012-2013 07/25/2012 - 81% of students scored a 3 or higher on this assessment. <b>Result:</b> Target Met <b>Year This Assessment Occurred:</b>	
	<b>Assessment Method Type:</b> Essay/Journal <b>Target for Success:</b> Majority of students will score a 3 or higher on this assessment.	2011-2012 <b>GE/IL-SLO Reflection:</b> Majority of students are demonstrating ability to critically assess information and apply it to current social issues affecting the nation and the world.	
Department - History (HIST) - HIST 17C - HISTORY OF THE UNITED STATES FROM 1900 TO THE PRESENT - Factual Knowledge - Demonstrate factual knowledge of important public figures, social, economic, cultural, political and intellectual developments in modern United States history. (Created By Department - History (HIST))	<b>Assessment Method:</b> Objective test at end of class to measure level of factual knowledge of significant people and developments <b>Assessment Method Type:</b> Exam - Course Test/Quiz <b>Target for Success:</b> Majority of students achieve satisfactory score on portion of final related to this outcome.	11/06/2016 - Of the 43 students enrolled, 6 did not take the final. Of the 37 who did take the final, 34 passed the objective part of the exam for a 92% success rate. <b>Result:</b> Target Met <b>Year This Assessment Occurred:</b>	11/06/2016 - Will continue to emphasize the importance of regular attendance and effective study skills as a path to academic success.
<b>Start Date:</b> 04/09/2012 <b>End Date:</b> 06/29/2012 <b>Course-Level SLO Status:</b> Active		2015-2016 10/17/2015 - Students did equally well on this assessment in online and face to face formats <b>Result:</b> Target Met <b>Year This Assessment Occurred:</b> 2014-2015 <b>GE/IL-SLO Reflection:</b> Continue to communicate regularly with online students	
		10/08/2014 - Strong majority of students across sections achieved passing scores.	



Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		<b>Result:</b> Target Met <b>Year This Assessment Occurred:</b> 2013-2014 <b>GE/IL-SLO Reflection:</b> Most of students who did not pass demonstrated lack of effort on the exam or in the class.	
		10/10/2013 - Of the 42 students enrolled, 7 did not take the final. Of the 35 who did take the final, 33 passed the objective part of the exam for a 94% success rate. <b>Result:</b> Target Met <b>Year This Assessment Occurred:</b> 2012-2013	10/10/2013 - Will continue to emphasize the importance of regular attendance and effective study skills as a path to academic success.
		08/23/2012 - Out of 39 enrolled students, 26 successfully completed objective portion of final -- 67% <b>Result:</b> Target Met <b>Year This Assessment Occurred:</b> 2011-2012 <b>GE/IL-SLO Reflection:</b> Critical Analysis.	09/07/2012 - Re-emphasize the importance of factual knowledge to the understanding of the core principles of the course. Revise final assessment to better gauge student knowledge.
Department - History (HIST) - HIST 17C - HISTORY OF THE UNITED STATES FROM 1900 TO THE PRESENT - Historical Analysis - Develop a historical analysis and support it using details and examples. (Created By Department - History (HIST)) <b>Start Date:</b> 04/09/2012 <b>End Date:</b> 06/29/2012 <b>Course-Level SLO Status:</b> Active	<b>Assessment Method:</b> Written essay measuring depth of historical analysis and assessed using following rubric:  5 - essay presents clear thesis and adequately supports it with clearly related details and examples  4 - essay presents clear thesis but includes minimal details and examples to support it or numerous details and examples that are not all clearly related to thesis	11/06/2016 - Out of 43 students enrolled, 9 did not complete the project. Of the 34 who did complete the essay, 23 received a passing grade for a 68% success rate. Of the 11 that did not receive a passing grade, 6 would have passed based on their finished project but they received deductions that brought them below a passing grade. If these students had completed the assignment on time, the class would have had a 85% success rate. <b>Result:</b> Target Met <b>Year This Assessment Occurred:</b> 2015-2016	11/06/2016 - In my observations, the biggest problem was that students waited until the deadline to start on the project. Will continue to expand several smaller steps/assignments that will lead them towards completion of the final paper earlier in the quarter.

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 supports it with details and examples which may not clearly relate to the thesis</p> <p>2 - essay presents thesis that is not clear and supports it with too few relevant details and examples</p> <p>1 -- essay does not present thesis or supports thesis with generalities rather than any details or examples</p> <p><b>Assessment Method Type:</b> Essay/Journal</p> <p><b>Target for Success:</b> Majority of students are able to receive a score of 4 or 5 on this assessment.</p>	<p>01/07/2016 - In an organized, specific and cited 1,000 word essay, student analyzed the novel The Jungle to place a specific topic (immigration, working conditions, political machines and so on) into historical context. This assignment's rubric is scored from 0 to 40 points. Students earning 28 points or greater would have received a score of 4 or 5 on the 1 to 5 point rubric. Of the thirty-five students submitting the assignment, eighty percent earned a grade of seventy percent or greater.</p> <p><b>Result:</b> Target Met</p> <p><b>Year This Assessment Occurred:</b> 2014-2015</p> <p><b>GE/IL-SLO Reflection:</b> The "Year This Assessment Occurred" does not have the current academic year "2015-2016." The SLO target was met with eighty percent of the students successfully demonstrating the knowledge and skills acquired in the class</p> <hr/> <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><b>Result:</b> Target Met</p> <p><b>Year This Assessment Occurred:</b> 2014-2015</p> <p><b>GE/IL-SLO Reflection:</b> Follow-up on why some students missed or chose not to take the assessment, which was part of the course grade.</p> <hr/> <p>10/08/2014 - Majority of students across sections received proficient scores on written essays.</p> <p><b>Result:</b> Target Met</p> <p><b>Year This Assessment Occurred:</b> 2013-2014</p>	<p></p> <hr/> <p>10/08/2014 - Continue to work with TLC to support students with poor writing skills.</p> <hr/>

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		<b>Resource Request:</b> Expansion of services provided by Teaching and Learning Center and further integration of these services into the classroom. <b>GE/IL-SLO Reflection:</b> Students who did not receive adequate scores could benefit from additional composition instruction.	
		10/10/2013 - Out of 42 students enrolled, 8 did not complete the project. Of the 34 who did complete the essay, 23 received a passing grade for a 67% success rate. Of the 11 that did not receive a passing grade, 6 would have passed based on their finished project but they received deductions that brought them below a passing grade. If these students had completed the assignment on time, the class would have had a 82% success rate. <b>Result:</b> Target Not Met <b>Year This Assessment Occurred:</b> 2012-2013	10/10/2013 - In my observations, the biggest problem was that students waited until the deadline to start on the project. Future projects will include several smaller steps/assignments that will lead them towards completion of the final paper earlier in the quarter.
		08/23/2012 - Out of 39 enrolled students, 25 received a score of 4 or 5 -- 64% <b>Result:</b> Target Met <b>Year This Assessment Occurred:</b> 2011-2012 <b>GE/IL-SLO Reflection:</b> Communication and Critical Analysis.	09/07/2012 - Continue to reinforce reading and writing skills specific to history to facilitate better student performance on written assessments.
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  GE - sophisticated critical comparison of past to present conditions requires	<b>Assessment Method:</b> Written essay measuring depth and detail of comparisons and assessed using the following rubric:  5 - essay presents clear thesis and shows detailed understanding of historical and current patterns and events. Significant similarities and differences are identified and explained	11/06/2016 - Of the 43 students enrolled, 7 did not take the final and 33 passed the essay portion of the test, resulting in a 92% success rate. <b>Result:</b> Target Met <b>Year This Assessment Occurred:</b> 2015-2016 10/17/2015 - 86% of students achieved scores of 3,4 or 5 on this assessment.	11/06/2016 - Continue to reinforce analysis of historical events in their similarities and differences with current events and patterns.

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<p>considerable analytical thinking (Created By Department - History (HIST))</p> <p><b>Start Date:</b> 04/09/2012</p> <p><b>End Date:</b> 06/29/2012</p> <p><b>Course-Level SLO Status:</b> Active</p>	<p>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><b>Result:</b> Target Met</p> <p><b>Year This Assessment Occurred:</b> 2014-2015</p> <p><b>Resource Request:</b> continued embedded tutoring / online tutor availability in online sections</p> <p><b>GE/IL-SLO Reflection:</b> Strong success in this area was partially due to availability of tutoring in the face to face section.</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>10/08/2014 - Majority of students show proficiency in this outcome.</p> <p><b>Result:</b> Target Met</p> <p><b>Year This Assessment Occurred:</b> 2013-2014</p> <p><b>Resource Request:</b> Support for integrated Language Arts / Social Science courses to enhance writing instruction across the curriculum.</p> <p><b>GE/IL-SLO Reflection:</b> Students who were not proficient could benefit from further writing instruction.</p>	<p>10/08/2014 - Exploration of integrated Language Arts / History course to determine if more focused writing instruction might increase student success.</p>
	<p>2 - essay presents thesis that is not clear and shows only some understanding of historical and/or current patterns and events. Specific similarities and differences are not clearly relevant, or only one but not the other are included.</p>		
	<p>1 - essay presents thesis that is not clear and shows only some understanding of historical and/or current patterns and events. Only generalized similarities and differences are included without depth or relevance.</p> <p><b>Assessment Method Type:</b> Essay/Journal</p>	<p>10/10/2013 - Of the 42 students enrolled, 7 did not take the final and 33 passed the essay portion of the test, resulting in a 94% success rate.</p> <p><b>Result:</b> Target Met</p> <p><b>Year This Assessment Occurred:</b> 2012-2013</p>	<p>10/10/2013 - Continue to reinforce analysis of historical events in their similarities and differences with current events and patterns.</p>
		<p>08/23/2012 - Of 39 students, 25 were able to complete the assignment with a score of 4 or 5 -- 64%.</p> <p><b>Result:</b> Target Met</p> <p><b>Year This Assessment Occurred:</b> 2011-2012</p> <p><b>GE/IL-SLO Reflection:</b> Communication and Critical Analysis.</p>	<p>09/07/2012 - Continue to reinforce reading and writing skills specific to history to facilitate better student performance on written assessments.</p>

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
<p>Department - History (HIST) - HIST 18 - INTRODUCTION TO MIDDLE EASTERN CIVILIZATION - SLO 1 - Role of Islam - Analyze and explain the role of Islam in the development of culture and politics in the Middle East. (Created By Department - History (HIST))</p> <p><b>Course-Level SLO Status:</b> Active</p>	<p><b>Assessment Method:</b> 7-10 page research paper on a significant figure in Islamic history from 700 to 1900.</p> <p><b>Assessment Method Type:</b> Research Paper</p> <p><b>Target for Success:</b> 80% of students will complete the paper with a grade of C or higher.</p>	<p>04/13/2016 - Students were required to write a paper on a significant figure outside of religion from the period following the death of Muhammad to the 20th century. Most students elected to write about an artist (such as Rumi), scientist (Avicenna) or political figure (Mehmet II). Of the 23 students in the course, 21 completed the paper with a passing grade.</p> <p><b>Result:</b> Target Met</p> <p><b>Year This Assessment Occurred:</b> 2015-2016</p> <p><b>GE/IL-SLO Reflection:</b> This paper topic continues to elicit good responses; varying the specifics types of individuals which are acceptable ensures academic integrity and provides students with an opportunity to demonstrate critical thinking skills and well as analytical ability.</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><b>Result:</b> Target Met</p> <p><b>Year This Assessment Occurred:</b> 2014-2015</p> <p><b>GE/IL-SLO Reflection:</b> Analytical and communication skills are both part of the paper topic.</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</p>	

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		<p>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> <p><b>Result:</b> Target Met</p> <p><b>Year This Assessment Occurred:</b> 2013-2014</p> <p><b>GE/IL-SLO Reflection:</b> 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>07/19/2013 - Students were given the option of writing a paper on a significant figure within Islamic history from the beginning of the movement to the 19th century; most chose political leaders or cultural icons such as Rumi. Of the 31 students who completed the paper, all 31 successfully received a C grade or higher, with one student receiving a downgrade because the paper was a week late.</p> <p><b>Result:</b> Target Met</p> <p><b>Year This Assessment Occurred:</b> 2012-2013</p> <p><b>GE/IL-SLO Reflection:</b> Critical analysis and thinking, as well as communication, were required to complete this assignment.</p>	
		<p>07/05/2012 - Students generally did well on paper assignment; two (of 44) chose to do topics outside of the range given and did not receive credit. Paper allowed students to analyze the significance of Islam in a realm of time periods and areas of life. 89% (39/44) successfully completed assignment.</p> <p><b>Result:</b> Target Met</p> <p><b>Year This Assessment Occurred:</b> 2011-2012</p>	

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		<p><b>GE/IL-SLO Reflection:</b> Communication and critical/analytical thinking.</p> <p>10/12/2011 - 90% of students successfully completed the paper with a grade of C or higher; students analyzed figures from all areas of Islamic life, from politics to religion to culture and the arts. Papers demonstrated critical thinking skills and solid research abilities.</p> <p><b>Result:</b> Target Met</p> <p><b>Year This Assessment Occurred:</b> 2010-2011</p>	
<p>Department - History (HIST) - HIST 18 - INTRODUCTION TO MIDDLE EASTERN CIVILIZATION - SLO 2 - patterns and themes - Discuss and explain patterns and themes (general and discrete) within the Middle East. (Created By Department - History (HIST))</p> <p><b>Course-Level SLO Status:</b> Active</p>	<p><b>Assessment Method:</b> 7-10 page research paper on the interaction of the West with the Middle East in one aspect of life (political, cultural, economic).</p> <p><b>Assessment Method Type:</b> Research Paper</p> <p><b>Target for Success:</b> 80% of students will complete the paper with a grade of C or higher.</p>	<p>04/13/2016 - Students were required to complete a research paper analyzing the impact of Western culture on an aspect of life in the Middle East in the 20th century. Most students chose to write about economics (especially in terms of the oil production) or politics (the influence of Great Britain in Israel, for example). Of the 19 students enrolled in the course at the time of the paper, 18 successfully completed it with a grade of C or higher.</p> <p><b>Result:</b> Target Met</p> <p><b>Year This Assessment Occurred:</b> 2015-2016</p> <p><b>GE/IL-SLO Reflection:</b> The critical analysis necessary for this paper comes through in both the actual research for a topic and then in the paper itself.</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 differences in cultural expectations. Of the 13 people who submitted a paper, 12 received a passing grade (92%), with the sole failing grade</p>	

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		<p>due to an absence of source materials and proper citations.</p> <p><b>Result:</b> Target Met</p> <p><b>Year This Assessment Occurred:</b> 2014-2015</p> <p><b>GE/IL-SLO Reflection:</b> This paper requires both critical analysis and written communication.</p> <hr/> <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><b>Result:</b> Target Met</p> <p><b>Year This Assessment Occurred:</b> 2013-2014</p> <p><b>GE/IL-SLO Reflection:</b> 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> <hr/> <p>07/19/2013 - Students were asked to research and compose a paper on the involvement of the West (including the United States) in Middle Eastern politics in the 19th and 20th centuries. The two major topics focused on were the exploitation of oil and the creation of the state of Israel. Of the 29 students who completed the paper, all 29 were successful in receiving a C or higher; this class is for more advanced students, and so the quality of work tends to be at a second year or later level.</p> <p><b>Result:</b></p>	



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		<p>Target Met</p> <p><b>Year This Assessment Occurred:</b> 2012-2013</p> <p><b>GE/IL-SLO Reflection:</b> Topic and resultant research and writing ties to both critical analysis and communication.</p>	
		<p>07/05/2012 - Students wrote on Middle Eastern involvement with the United States or Western Europe between 1850-1990. Students analyzed reasons for interactions and impacts on both Middle Eastern states and the West. 34/36 students (94%) successfully completed paper with a grade of C or higher.</p> <p><b>Result:</b> Target Met</p> <p><b>Year This Assessment Occurred:</b> 2011-2012</p> <p><b>GE/IL-SLO Reflection:</b> Communication/critical thinking and analysis.</p>	
		<p>10/12/2011 - 83% of students successfully completed the paper within the allowed parameters; 2% of students failed the paper because of academic integrity violations. The successful students analyzed the impact of the west on the Middle East in a variety of areas: geographically, politically, militarily, etc. The most common paper, on the impact of creation of Israel, was also the most well analyzed and documented.</p> <p><b>Result:</b> Target Met</p> <p><b>Year This Assessment Occurred:</b> 2010-2011</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><b>Assessment Method:</b> May be examined by essay exam or research paper.</p> <p><b>Assessment Method Type:</b> Research Paper</p> <p><b>Target for Success:</b></p>	<p>10/06/2016 - Course was not offered in 2015-16, but course outline was updated to allow for greater flexibility of topics.</p> <p><b>Result:</b> Target Not Met</p> <p><b>Year This Assessment Occurred:</b></p>	

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<b>Assessment Cycles:</b> End of Quarter  <b>Course-Level SLO Status:</b> Active	80% success rate on assignment.	2015-2016 09/16/2015 - Course not offered in 2014-15. <b>Result:</b> Target Not Met <b>Year This Assessment Occurred:</b> 2014-2015 <b>GE/IL-SLO Reflection:</b> N/A	
Department - History (HIST) - HIST 19 - HISTORY OF ASIA: CHINA/JAPAN - Themes in Asian History - Identify and assess the most significant themes in Asian history, focusing on culture, politics, and religion. (Created By Department - History (HIST))  <b>Course-Level SLO Status:</b> Active	<b>Assessment Method:</b> Assessment may be research paper or essay exam. <b>Assessment Method Type:</b> Research Paper <b>Target for Success:</b> 80% success rate on assessment.	10/06/2016 - Course was not offered in 2015-16, but course outline was updated to allow for greater flexibility of topics. <b>Result:</b> Target Not Met <b>Year This Assessment Occurred:</b> 2015-2016 09/16/2015 - Course not offered in 2014-15. <b>Result:</b> Target Not Met <b>Year This Assessment Occurred:</b> 2014-2015 <b>GE/IL-SLO Reflection:</b> N/A	
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))  <b>Course-Level SLO Status:</b> Active	<b>Assessment Method:</b> Essay exam question regarding the rise of Russia in the 17th and 18th centuries. <b>Assessment Method Type:</b> Exam - Course Test/Quiz <b>Target for Success:</b> 80% of students will successfully complete the exam question.	10/06/2016 - 22 students were enrolled in the course when the midterm exam was given, asking them about the rise of Russia to its status as a European power. Of the 20 students who completed the exam, 19 of them successfully answered the question, with answers ranging from 50/50 to 37/50. Most of the answers focused on the 17th and 18th centuries, while a few included earlier regimes. <b>Result:</b> Target Met <b>Year This Assessment Occurred:</b> 2015-2016 <b>GE/IL-SLO Reflection:</b>	

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		<p>This topic involves critical thinking and composition skills.</p> <hr/> <p>04/20/2015 - Question was reworded to include Russian involvement in the West during this time period, as well as the analysis of why it became a significant power. Of students completing the question, 12/12 (100%) received a passing grade.  <b>Result:</b>  Target Met  <b>Year This Assessment Occurred:</b>  2014-2015  <b>GE/IL-SLO Reflection:</b>  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.</p> <hr/> <p>07/11/2014 - Students were required to analyze the rise of Russia under the reigns of the Romanov rulers from Mikhail to Paul I. Of the 23 students enrolled in the course at the time of the midterm exam, 21 (91%) successfully completed the assessment.  <b>Result:</b>  Target Met  <b>Year This Assessment Occurred:</b>  2013-2014  <b>GE/IL-SLO Reflection:</b>  Critical thinking and analysis component exists in this SLO.</p> <hr/> <p>04/01/2013 - Students were required to submit an essay exam on the rise of Russia to a European power in the reigns of Peter and Catherine the Great. Of the 28 students who submitted the exam question, 25 (89%) successfully passed the question.  <b>Result:</b>  Target Met  <b>Year This Assessment Occurred:</b>  2012-2013</p>	

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		<b>GE/IL-SLO Reflection:</b> This question reflects a level of critical analysis and thinking.	
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))  <b>Course-Level SLO Status:</b> Active	<b>Assessment Method:</b> Students will successfully complete a research paper on the impact of Russia on Western society and the reverse, specifically in the 18th and 19th centuries. <b>Assessment Method Type:</b> Research Paper <b>Target for Success:</b> 80% of students will successfully complete the research paper.	10/06/2016 - 20 students remained enrolled in the course at the time of the paper assignment; 19 of them completed the assignment, and 18 successfully answered the question on 19th century movements. <b>Result:</b> Target Met <b>Year This Assessment Occurred:</b> 2015-2016 <b>GE/IL-SLO Reflection:</b> Critical thinking. <hr/> 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. <b>Result:</b> Target Met <b>Year This Assessment Occurred:</b> 2014-2015 <b>GE/IL-SLO Reflection:</b> 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. <hr/> 07/11/2014 - Students were asked to identify an aspect of Russian political, cultural, or military life that was impacted by the Western powers (including the United States) and analyze both the impact in Russia and abroad. Topics included the Great Game, art, the creation of the Hermitage,	

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		<p>and the building of St. Petersburg. Of the 21 students enrolled in the course, 20 (95%) successfully completed the assessment.</p> <p><b>Result:</b> Target Met</p> <p><b>Year This Assessment Occurred:</b> 2013-2014</p> <p><b>GE/IL-SLO Reflection:</b> 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>04/01/2013 - Students were required to write on the impact of the West on Russian society in the 19th or 20th centuries; topics ranged from the impacts of the West on the oil production in Baku to the architecture of 19th century St. Petersburg. Of the 25 students who submitted the paper on time, 24 of them received a passing grade (96%)</p> <p><b>Result:</b> Target Met</p> <p><b>Year This Assessment Occurred:</b> 2012-2013</p> <p><b>GE/IL-SLO Reflection:</b> This assignment speaks to both communication skills and critical analysis/thinking.</p>	
<p>Department - History (HIST) - HIST 20 - HISTORY OF RUSSIA &amp; THE SOVIET UNION - SLO 3 - Individual impact - Evaluate the role of the individual in the history of Russia. (Created By Department - History (HIST))</p> <p><b>Course-Level SLO Status:</b> Active</p>	<p><b>Assessment Method:</b> Students will evaluate the significance of an individual in the Russian Revolution in an analytical research biography.</p> <p><b>Assessment Method Type:</b> Research Paper</p> <p><b>Target for Success:</b> 80% of students will successfully complete the assignment.</p>	<p>10/06/2016 - 19 students participated in the process and all 19 successfully completed the analytical biography of a 19th or 20th century (pre-revolutionary) artist or writer. Topics included Tolstoy, Dostoevesky, and Akhmatova.</p> <p><b>Result:</b> Target Met</p> <p><b>Year This Assessment Occurred:</b> 2015-2016</p> <p><b>GE/IL-SLO Reflection:</b> Critical thinking and composition.</p>	

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		<p>04/01/2013 - Students were expected to answer the question "Which of the Russian Revolutionaries was most able to lead after Lenin". Of the 25 students who submitted the essay on time, 23 of them were successful (92%). Answers ranged from Bukharin and Trotsky to Rykov and others, including one on Kollontai.</p> <p><b>Result:</b> Target Met</p> <p><b>Year This Assessment Occurred:</b> 2012-2013</p> <p><b>GE/IL-SLO Reflection:</b> This assignment requires a high level of critical thinking and analysis.</p>	
	<p><b>Assessment Method:</b> Students will evaluate the significance of an individual in the Appanage or Imperial periods in an analytical research biography.</p> <p><b>Assessment Method Type:</b> Research Paper</p> <p><b>Target for Success:</b> 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><b>Result:</b> Target Met</p> <p><b>Year This Assessment Occurred:</b> 2014-2015</p> <p><b>GE/IL-SLO Reflection:</b> 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>07/11/2014 - Students were asked to choose a non-Romanov figure from these periods and analyze the individual's significance both within the context of Russian history and beyond. Choices included Pushkin, Boris Godunov, Lomonosov, and Princess Dashkova. Of the 26 students who were enrolled in the course, 24 (92%) completed</p>	

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		<p>the assessment, 23 of them (88%) successfully.</p> <p><b>Result:</b> Target Met</p> <p><b>Year This Assessment Occurred:</b> 2013-2014</p> <p><b>GE/IL-SLO Reflection:</b> 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 analyze the major themes and patterns of the ancient world - in writing (Created By Department - History (HIST))</p> <p><b>Course-Level SLO Status:</b> Active</p>	<p><b>Assessment Method:</b> Students will assess the impact of Roman civilization and analyze its impact on world history.</p> <p><b>Assessment Method Type:</b> Research Paper</p> <p><b>Target for Success:</b> 85% of students will successfully complete the research paper.</p>	<p>04/13/2016 - Students were required to research and write an analysis of the impact of Roman culture through the examination of a piece of art, architecture, or literature from the period. Papers varied from works in Christianity (such as the Gospels) to architecture (the Pantheon). Of the 37 students enrolled in the class, 33 of them submitted papers that received a passing grade.</p> <p><b>Result:</b> Target Met</p> <p><b>Year This Assessment Occurred:</b> 2015-2016</p> <p><b>GE/IL-SLO Reflection:</b> Researching the topic and writing the paper demonstrated both critical analysis and communication skills.</p> <hr/> <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><b>Result:</b> Target Met</p> <p><b>Year This Assessment Occurred:</b> 2014-2015</p>	

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		<p><b>GE/IL-SLO Reflection:</b> Analytical biography requires both written communication and analysis skills.</p> <p>01/16/2013 - Research paper was assigned, focused on Roman civilization and its influence and impact on Europe and the Mediterranean World. Of 34 submissions, 31 were passing (C or above) grades; two were Ds or lower, and one was plagiarized. With the plagiarized paper included, the success rate was 91%; removing that paper raised the success rate to 94%. Papers were on a variety of geographic, political, and cultural topics, and covered the range from 200 BCE to the rule of Justinian over the Byzantine Empire in the 6th century CE.</p> <p><b>Result:</b> Target Met <b>Year This Assessment Occurred:</b> 2012-2013</p> <p><b>GE/IL-SLO Reflection:</b> Communication and critical/analytical thinking.</p> <p>07/05/2012 - Students completed assignment on Roman influence through history. 28/32 students = 88% of students completed the assignment successfully.</p> <p><b>Result:</b> Target Met <b>Year This Assessment Occurred:</b> 2011-2012</p> <p><b>GE/IL-SLO Reflection:</b> Critical thinking/communication</p>	
Department - History (HIST) - HIST 4A - HISTORY OF WESTERN CIVILIZATION TO 800 AD - SLO 2 - Individual impact - The Student will be able to: Recognize and assess the reach, significance and impact of individuals on the course of history - in writing (Created By Department - History	<p><b>Assessment Method:</b> Students will write an analytical biography of one of the major figures in ancient world history.</p> <p><b>Assessment Method Type:</b> Research Paper</p> <p><b>Target for Success:</b></p>	04/13/2016 - Students were required to write an analytical biography of a figure in pre-Roman history, excluding Alexander the Great. Topics ranged from artists such as Sappho to figures in political and military history. Of the 39 students in the course, 32 of them submitted a paper that	



Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
(HIST))  <b>Course-Level SLO Status:</b> Active	85% of students will successfully complete the assignment.	<p>received a passing grade. The target was not met due to several episodes of plagiarism.</p> <p><b>Result:</b> Target Not Met</p> <p><b>Year This Assessment Occurred:</b> 2015-2016</p> <p><b>GE/IL-SLO Reflection:</b> Because of the open ended nature of this particular assignment, students were expected to use critical analysis to not only determine who they would write about, but then to analyze the life of that person.</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><b>Result:</b> Target Met</p> <p><b>Year This Assessment Occurred:</b> 2014-2015</p> <p><b>GE/IL-SLO Reflection:</b> Analytical biography and analysis of work of art or literature requires both written communication and critical analysis skills.</p>	
		<p>01/16/2013 - Students were required to write a paper analyzing the impact of a figure from Greek, Persian, or Egyptian life, and to demonstrate the individual's significance historically, both within their own time period and subsequently. Of the 37 students enrolled at the time of the assignment, 35 submitted papers, and 34 of those received a</p>	

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		<p>grade of C or higher. Topics included a diversity of ancient world figures, such as Socrates, Ramses II, and Darius. Success rate was 92%</p> <p><b>Result:</b> Target Met</p> <p><b>Year This Assessment Occurred:</b> 2012-2013</p> <p><b>GE/IL-SLO Reflection:</b> Students focused on areas within communication and analytical thinking in order to successfully complete this assignment.</p>	
		<p>07/05/2012 - Students were assigned an analytical biography of a figure from the ancient world prior to 200 CE. Topics ranged from Hammurabi to Ramses II to Xerxes and Pericles, in fields including art, literature, and politics. 33/38 (86%) of students successfully completed the assignment with a grade of C or better.</p> <p><b>Result:</b> Target Met</p> <p><b>Year This Assessment Occurred:</b> 2011-2012</p> <p><b>GE/IL-SLO Reflection:</b> Communication and critical/analytical thinking.</p>	<p>07/05/2012 - Several students were only able to pass this assignment because they were allowed to rewrite their first attempt; early intervention with students struggling with language skills might help improve these numbers.</p>
<p>Department - History (HIST) - HIST 4B - HISTORY OF WESTERN CIVILIZATION: 700-1800 - SLO 1 - Written synthesis and analysis - Synthesize and analyze the major themes and patterns of the Middle Period of Western Civilization in writing (Created By Department - History (HIST))</p> <p><b>Course-Level SLO Status:</b> Active</p>	<p><b>Assessment Method:</b> 7-10 page research paper on a movement in Europe between 1300-1600.</p> <p><b>Assessment Method Type:</b> Research Paper</p> <p><b>Target for Success:</b> 80% of students will complete the paper with a grade of C or higher.</p>	<p>04/13/2016 - Students were required to write a paper analyzing the impact of a piece of art, architecture, or writing from the Renaissance. Topics had to exclude the Mona Lisa. of the 42 students who were enrolled, 36 submitted papers that received passing grades, on topics varying from Michelangelo's David to Christine de Pizan's City of Ladies.</p> <p><b>Result:</b> Target Met</p> <p><b>Year This Assessment Occurred:</b> 2015-2016</p> <p><b>GE/IL-SLO Reflection:</b></p>	

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		<p>Critical analysis and communication skills were both necessary, as well as global consciousness.</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><b>Result:</b> Target Met</p> <p><b>Year This Assessment Occurred:</b> 2014-2015</p> <p><b>GE/IL-SLO Reflection:</b> This topic required greater analysis than 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> <p>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.</p> <p><b>Result:</b> Target Met</p> <p><b>Year This Assessment Occurred:</b> 2013-2014</p>	

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		<p><b>GE/IL-SLO Reflection:</b> A strong assessment of critical thinking skills.</p>	
		<p>04/01/2013 - Students completed a paper on the rise of Russia from an Eastern plenipotentiary to a Western focused entity, with an emphasis on the 16th and 17th centuries. Of the students who submitted the paper on time, 30/36 (83%) successfully completed the assignment.</p> <p><b>Result:</b> Target Met</p> <p><b>Year This Assessment Occurred:</b> 2012-2013</p> <p><b>GE/IL-SLO Reflection:</b> This paper allows students to develop critical analysis of the reasons for the change.</p>	
		<p>07/05/2012 - Students completed analysis of the role of the Renaissance in European life in a research paper. 35/42 (83%) successfully completed the assignment.</p> <p><b>Result:</b> Target Met</p> <p><b>Year This Assessment Occurred:</b> 2011-2012</p> <p><b>GE/IL-SLO Reflection:</b> Communication and critical/analytical thinking.</p>	
		<p>04/12/2012 - Assigned topic on the Renaissance/Reformation period saw 86% of students complete assignment with a grade of C or higher. All papers receiving a passing grade demonstrated analysis of the major themes of the period.</p> <p><b>Result:</b> Target Met</p> <p><b>Year This Assessment Occurred:</b> 2011-2012</p> <p><b>Resource Request:</b> None</p>	

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		<p><b>GE/IL-SLO Reflection:</b> Analysis remains the core component of writing assignments.</p> <p>10/12/2011 - Students who completed the paper generally did well, ranging from As to Cs, with 83% of the class completing the paper with a passing grade. Most demonstrated critical analysis and the ability to synthesize the events from the period with the movement they were discussing.</p> <p><b>Result:</b> Target Met</p> <p><b>Year This Assessment Occurred:</b> 2010-2011</p>	
<p>Department - History (HIST) - HIST 4B - HISTORY OF WESTERN CIVILIZATION: 700-1800 - SLO 2 - Individual impact - Recognize and assess the impact of individuals on the course of history in writing (Created By Department - History (HIST))</p> <p><b>Course-Level SLO Status:</b> Active</p>	<p><b>Assessment Method:</b> 7-10 page research paper on a major figure in European history between 750-1300.</p> <p><b>Assessment Method Type:</b> Research Paper</p> <p><b>Target for Success:</b> 80% of students will complete the paper with a grade of C or higher.</p>	<p>04/13/2016 - Students were required to analyze a political or cultural figure in the Medieval Era, excluding Charlemagne. Of the 44 students enrolled in the course, 36 of them submitted a paper which received a passing grade. Papers ranged from Alcuin of York to El Cid. Two papers were plagiarized.</p> <p><b>Result:</b> Target Met</p> <p><b>Year This Assessment Occurred:</b> 2015-2016</p> <p><b>GE/IL-SLO Reflection:</b> Critical analysis and communication were both demonstrated within the papers received.</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</p>	

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		<p>successful; however, four of the seven students who failed submitted the paper too late to receive a passing grade.</p> <p><b>Result:</b> Target Met</p> <p><b>Year This Assessment Occurred:</b> 2014-2015</p> <p><b>GE/IL-SLO Reflection:</b> This particular assignment crosses into art history and other disciplines, and allows for a greater depth of research and critical analysis.</p>	
		<p>07/11/2014 - Students were required to choose an individual who impacted European politics or culture in this time period, write a brief biography 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><b>Result:</b> Target Met</p> <p><b>Year This Assessment Occurred:</b> 2013-2014</p> <p><b>GE/IL-SLO Reflection:</b> Solid analysis of critical thinking skills.</p>	
		<p>04/01/2013 - Students completed a paper on individuals within the Dark Ages through the early years of the Renaissance; topics included Genghis Khan, Alfred the Great, King Cnut, and others. Of the students who submitted the paper on time, 35 out of 40 (88%) successfully completed the assignment with a passing grade.</p> <p><b>Result:</b> Target Met</p> <p><b>Year This Assessment Occurred:</b> 2012-2013</p>	

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		<p><b>GE/IL-SLO Reflection:</b> The assignment demonstrates both communication and critical analysis skills.</p> <hr/> <p>07/05/2012 - Students were assigned a paper on an individual within the allowed time frame; topics ranged from King Alfred to Eleanor of Aquitaine, and included significant diversity in terms of nationalities, gender, and position in society. 41/50 (82%) of students successfully completed the assignment with a grade of C or higher; 3 of those that did not never submitted a paper, and 2 others rewrote the paper to subsequently receive a passing grade.</p> <p><b>Result:</b> Target Met</p> <p><b>Year This Assessment Occurred:</b> 2011-2012</p> <p><b>GE/IL-SLO Reflection:</b> Communication and critical/analytical thinking.</p> <hr/> <p>04/12/2012 - Students successfully completed this paper at an 80% pass rate; those who failed to pass generally did not follow directions or plagiarized. Analysis in successful papers as to the significance of the individual and his/her impact on society both contemporaneously and ongoing was strong.</p> <p><b>Result:</b> Target Met</p> <p><b>Year This Assessment Occurred:</b> 2011-2012</p> <p><b>Resource Request:</b> None</p> <p><b>GE/IL-SLO Reflection:</b> Critical thinking and analysis remains central to the core of the history course.</p> <hr/> <p>10/12/2011 - Students successfully completed this paper at an 85% pass rate. Most demonstrated critical thinking skills in analyzing the impact of the individual that they had chosen on the society as a</p>	

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		whole. <b>Result:</b> Target Met <b>Year This Assessment Occurred:</b> 2010-2011	
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))  <b>Course-Level SLO Status:</b> Active	<b>Assessment Method:</b> Students will research the topic of imperialism and its impacts in 19th and 20th century world history. <b>Assessment Method Type:</b> Research Paper <b>Target for Success:</b> 85% of students will successfully complete the research paper with a grade of C or higher.	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. <b>Result:</b> Target Met <b>Year This Assessment Occurred:</b> 2014-2015 <b>GE/IL-SLO Reflection:</b> Critical analysis played a key role here, as students had to trace the development of the imperial control and its significance.	
	<b>Assessment Method:</b> Essay question on exam <b>Assessment Method Type:</b> Essay/Journal <b>Target for Success:</b> 80% of students will successfully answer the question.	04/13/2016 - Students were asked to analyze the reasons for and impacts of the second wave of imperialism on their midterm. Of the 22 students who answered the question, 21 did so successfully. <b>Result:</b> Target Met <b>Year This Assessment Occurred:</b> 2015-2016 <b>GE/IL-SLO Reflection:</b> Good analysis of the reasons for the 2nd wave required critical thinking/analysis skills.	
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	<b>Assessment Method:</b> 7-10 page research paper analyzing the Russian Revolution. <b>Assessment Method Type:</b> Research Paper	04/13/2016 - Students were required to analyze the reasons for the Russian Revolution and its impacts not only on Russia but for the entirety of the world. Of the 18 students who chose to do this	



Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
<p>and/or patterns of a specific historical period in modern western civilization in writing (Created By Department - History (HIST))</p> <p><b>Course-Level SLO Status:</b> Active</p>	<p><b>Target for Success:</b> 80% of students will complete the paper with a grade of C or higher.</p>	<p>assignment, all 18 successfully completed it.</p> <p><b>Result:</b> Target Met</p> <p><b>Year This Assessment Occurred:</b> 2015-2016</p> <p><b>GE/IL-SLO Reflection:</b> This assignment required not only critical analysis and communication skills, but also global consciousness to delve into the impacts of the Revolutions.</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><b>Result:</b> Target Met</p> <p><b>Year This Assessment Occurred:</b> 2014-2015</p> <p><b>GE/IL-SLO Reflection:</b> Use of critical analysis and composition.</p>	
		<p>07/19/2013 - Students were required to complete a research paper focusing on the impact of the Russian Revolution on Russia and Europe. For the purposes of the paper this year, the dates of the paper were expanded to include the 1905 Revolution through to the emergence of Stalin. With this more loose interpretation of dates, students engaged in far greater areas of research, including an interest in the roles of women and of propaganda. Of the 34 students who chose this as their topic, 32 of them successfully completed the paper. Extensive discussion of the topic prior to the due date, as well as suggested readings provided in advance, also contributed to the success rates, as did the providing of multiple copies of the instructions.</p> <p><b>Result:</b> Target Met</p> <p><b>Year This Assessment Occurred:</b></p>	

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		<p>2012-2013  <b>GE/IL-SLO Reflection:</b>  Paper topic required extensive research and critical analysis, thus resulting in critical thinking on the part of the student.</p> <p>10/12/2011 - 85% of students completed the paper; of those, all but three completed the paper with a grade of C or higher. Two of the failing papers were due to plagiarism. Students analyzed an aspect of the Russian Revolution and critically analyzed the results of that impact.  <b>Result:</b>  Target Met  <b>Year This Assessment Occurred:</b>  2010-2011</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><b>Course-Level SLO Status:</b>  Active</p>	<p><b>Assessment Method:</b>  7-10 page research paper on a significant European figure in the 19th century.  <b>Assessment Method Type:</b>  Research Paper  <b>Target for Success:</b>  80% of students will complete the paper with a grade of C or higher.</p>	<p>04/13/2016 - Students were assigned a research paper on a major piece of art, architecture, or literature in the 19th century. The Eiffel Tower was NOT excluded, and it proved to be the most popular topic. Of the 40 students who were enrolled in the class, 35 submitted a paper with a passing grade and therefore were successful.  <b>Result:</b>  Target Met  <b>Year This Assessment Occurred:</b>  2015-2016  <b>GE/IL-SLO Reflection:</b>  Critical analysis and communication were the major GE/IL-SLO skills found in this assignment.</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%)  <b>Result:</b>  Target Met  <b>Year This Assessment Occurred:</b></p>	

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		<p>2014-2015  <b>GE/IL-SLO Reflection:</b>  Critical analysis and composition.</p> <hr/> <p>07/19/2013 - Students completed an analytical research paper on an individual in 19th century European history. This year the paper topic was expanded to allow for an individual who had an impact on European life (such as Dorothea Dix), rather than just a European, and this seemed to spur on additional research interests. Of the 41 papers submitted, 38 of them received passing grades, more than meeting the required target. Having the students discuss their topics ahead of time, as well as providing multiple copies of the instructions (in the syllabus and on the rubric), also contributed to a high success rate.  <b>Result:</b>  Target Met  <b>Year This Assessment Occurred:</b>  2012-2013  <b>Resource Request:</b>  None  <b>GE/IL-SLO Reflection:</b>  As an analytical assignment, this paper required critical thinking and analysis.  <b>GE/IL-SLO Reflection:</b>  As an analytical assignment, this paper required critical thinking and analysis.</p> <hr/> <p>07/05/2012 - Students completed analytical biography on a figure (other than Queen Victoria or Napoleon) in 19th century Europe. Wide range of figures from politics, economics, the military, and culture. 39/46 (85%) of enrolled students successfully completed paper with a grade of C or higher.  <b>Result:</b>  Target Met  <b>Year This Assessment Occurred:</b>  2011-2012  <b>GE/IL-SLO Reflection:</b></p>	

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		<p>Communication and critical/analytical thinking.</p> <p>10/12/2011 - 85% of students submitted a paper on a significant 19th century figure, with only 2% submitting a paper which did not meet the requirements as spelled out in the syllabus. Students did a strong job of assessing the significance of these individuals (from all areas of life and culture) and analyzing their influences over both their own countries and the entirety of Europe.</p> <p><b>Result:</b> Target Met</p> <p><b>Year This Assessment Occurred:</b> 2010-2011</p>	
<p>Department - History (HIST) - HIST 4C - HISTORY OF WESTERN CIVILIZATION 1789-PRESENT - SLO 4 - Movements and Ideologies - The Student will be able to: Analyze the development of the major political, social, and economic movements and ideologies of the 19th and 20th centuries, including their positive and negative impacts (Created By Department - History (HIST))</p> <p><b>Course-Level SLO Status:</b> Active</p>	<p><b>Assessment Method:</b> Students will answer essay question analyzing the differences between fascism and communism and interpret the reasons that they were able to rise to power in the 20th century.</p> <p><b>Assessment Method Type:</b> Exam - Course Test/Quiz</p> <p><b>Target for Success:</b> 85% of students will successfully complete essay question with a grade of C or higher.</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><b>Result:</b> Target Met</p> <p><b>Year This Assessment Occurred:</b> 2014-2015</p> <p><b>GE/IL-SLO Reflection:</b> Use of critical analysis and composition both present in this assignment.</p> <p>07/05/2012 - Final exam question required students to analyze differences between fascism and communism and to interpret why men such as Mussolini and Hitler came to power. 90% of students who chose to answer that question (18/20) completed the question with a grade of C or higher.</p> <p><b>Result:</b> Target Met</p> <p><b>Year This Assessment Occurred:</b> 2011-2012</p>	

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		<b>GE/IL-SLO Reflection:</b> Communication and critical/analytical thinking.	
	<b>Assessment Method:</b> Essay exam question <b>Assessment Method Type:</b> Essay/Journal <b>Target for Success:</b> 80% of students will successfully answer the question.	04/13/2016 - Students were asked to compare, contrast, and analyze the rise of fascism and communism in the 19th and 20th centuries on their final exams. Of the 26 students who chose this question, 25 successfully answered it. <b>Result:</b> Target Met <b>Year This Assessment Occurred:</b> 2015-2016 <b>GE/IL-SLO Reflection:</b> Critical analysis is essential in answering this question, as is a global consciousness in bringing in states outside of Europe (China, Cuba, Chile) to fully understand the impacts of these systems.	
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))	<b>Assessment Method:</b> Students will compose a research paper analyzing specific countries or themes as assigned. <b>Assessment Method Type:</b> Research Paper <b>Target for Success:</b> 85% pass rate on submitted papers.	08/23/2012 - Out of 23 students in the class, 21 successfully submitted the paper as assigned. -- 91% <b>Result:</b> Target Met <b>Year This Assessment Occurred:</b> 2011-2012 <b>GE/IL-SLO Reflection:</b> Communication and critical analysis.	
<b>Course-Level SLO Status:</b> Active			
Department - History (HIST) - HIST 4CH - HONORS HISTORY OF WESTERN CIVILIZATION - SLO 2 - Challenges, themes and problems - The Student will be able to: Focusing on major analysis areas, students will be able to identify and critically assess the major challenges, themes and new problems in a specified region during a designated time period in writing (Created	<b>Assessment Method:</b> Students will assess the major challenges and themes of specific regions during specific time periods. <b>Assessment Method Type:</b> Research Paper <b>Target for Success:</b> 85% of students will successfully complete assignment with a passing grade.	08/23/2012 - Of 23 enrolled students, 20 successfully presented themes and challenges through analysis -- 87% <b>Result:</b> Target Met <b>Year This Assessment Occurred:</b> 2011-2012 <b>GE/IL-SLO Reflection:</b>	

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
By Department - History (HIST))		Communication and Critical Analysis.	
<b>Course-Level SLO Status:</b> 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))	<b>Assessment Method:</b> Students will analyze historical questions and formulate questions of their own, in writing. <b>Assessment Method Type:</b> Case Study/Analysis <b>Target for Success:</b> 85% of students will successfully create historical questions.	08/23/2012 - Of 23 students enrolled, 22 were able to successfully create historical questions -- 96%. <b>Result:</b> Target Met <b>Year This Assessment Occurred:</b> 2011-2012 <b>GE/IL-SLO Reflection:</b> Communication and Critical Analysis.	
<b>Course-Level SLO Status:</b> Active			
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))	<b>Assessment Method:</b> Student will present topic mutually agreed upon to other students in the class. <b>Assessment Method Type:</b> Presentation/Performance <b>Target for Success:</b> 100% of students who participate will successfully present a topic.	08/23/2012 - Student successfully presented topic in Honors Seminar. <b>Result:</b> Target Met <b>Year This Assessment Occurred:</b> 2011-2012 <b>GE/IL-SLO Reflection:</b> Communication.	
<b>Course-Level SLO Status:</b> 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))	<b>Assessment Method:</b> Students will compose an analytical research paper on a mutually agreed upon topic. <b>Assessment Method Type:</b> Research Paper <b>Target for Success:</b> 90% of students will successfully complete assignment.	08/23/2012 - Student completed excellent paper on Transcaucuses and impact on European history. <b>Result:</b> Target Met <b>Year This Assessment Occurred:</b> 2011-2012 <b>GE/IL-SLO Reflection:</b> Communication and Critical Analysis.	08/23/2012 - Department will need to consider the efficacy of offering this class, given that only one student took the course in the 2011-12 year.
<b>Course-Level SLO Status:</b> Active			
Department - History (HIST) - HIST 54H - HONORS INSTITUTE SEMINAR IN HISTORY - Research Skills - Improve research skills (Created By Department - History (HIST))	<b>Assessment Method:</b> Students will research a mutually agreed upon topic in history and present results in written form. <b>Assessment Method Type:</b>	08/23/2012 - Student submitted well analyzed research paper. <b>Result:</b> Target Met <b>Year This Assessment Occurred:</b>	

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
<b>Course-Level SLO Status:</b> Active	Research Paper <b>Target for Success:</b> 90% of students will successfully complete assignment.	2011-2012 <b>GE/IL-SLO Reflection:</b> Communication and Critical Analysis.	
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)) <b>Course-Level SLO Status:</b> Active			
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)) <b>Course-Level SLO Status:</b> Active			
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)) <b>Course-Level SLO Status:</b> Active			
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	<b>Assessment Method:</b> Written essay measuring depth of historical analysis and assessed using following rubric:  5 - essay presents clear thesis and adequately supports it with clearly related	11/06/2016 - Out of 24 students enrolled, 3 did not complete the project. Of the 21 who did complete the essay, 20 received a passing grade for a 95% success rate. <b>Result:</b> Target Met <b>Year This Assessment Occurred:</b>	11/06/2016 - Success levels returned to level of two years prior, indicating that the 10% slide in 2014 -2015 was an anomaly. Will continue to reinforce analysis of historical events and recurring patterns in religion, culture, and

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
Department - History (HIST))  <b>Course-Level SLO Status:</b> Active	details and examples  4 - essay presents clear thesis but includes minimal details and examples to support it or numerous details and examples that are not all clearly related to thesis  3 - essay presents thesis that is not clear and supports it with details and examples which may not clearly relate to the thesis  2 - essay presents thesis that is not clear and supports it with too few relevant details and examples  1 -- essay does not present thesis or supports thesis with generalities rather than any details or examples <b>Assessment Method Type:</b> Research Paper <b>Target for Success:</b> Majority of students score 3 or better on assessment rubric	2015-2016  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. <b>Result:</b> Target Met <b>Year This Assessment Occurred:</b> 2014-2015	politics.  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.
		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. <b>Result:</b> Target Met <b>Year This Assessment Occurred:</b> 2013-2014	10/08/2014 - Continue to reinforce analysis of historical events and recurring patterns in religion, culture, and politics.
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))  <b>Course-Level SLO Status:</b> Active	<b>Assessment Method:</b> Written essay measuring depth of historical analysis and assessed using following rubric:  5 - essay presents clear thesis and adequately supports it with clearly related details and examples  4 - essay presents clear thesis but includes minimal details and examples to support it or numerous details and examples that are not all clearly related to thesis  3 - essay presents thesis that is not clear and supports it with details and examples	11/06/2016 - Of the 24 students enrolled, 2 did not take the exam and 22 passed the essay portion of the test, resulting in a 92% success rate. <b>Result:</b> Target Met <b>Year This Assessment Occurred:</b> 2015-2016  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. <b>Result:</b> Target Met <b>Year This Assessment Occurred:</b> 2014-2015	11/06/2016 - Will continue to reinforce analysis of the impacts of colonialism and imperialism, both in the short and long term (with emphasis in current events).  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).



Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
	<p>which may not clearly relate to the thesis</p> <p>2 - essay presents thesis that is not clear and supports it with too few relevant details and examples</p> <p>1 -- essay does not present thesis or supports thesis with generalities rather than any details or examples</p> <p><b>Assessment Method Type:</b> Essay/Journal</p> <p><b>Target for Success:</b> Majority of students score 3 or higher on assessment rubric</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><b>Result:</b> Target Met</p> <p><b>Year This Assessment Occurred:</b> 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>
<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><b>Course-Level SLO Status:</b> Active</p>	<p><b>Assessment Method:</b> Students will examine and analyze the role of an assigned country through a research paper.</p> <p><b>Assessment Method Type:</b> Research Paper</p> <p><b>Target for Success:</b> 80% of students will successfully complete the paper.</p> <p><b>Assessment Method:</b> 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><b>Assessment Method Type:</b> Exam - Standardized</p> <p><b>Target for Success:</b> Completion of the paper in format with range of analytical focus with a Grade of A</p>	<p>10/10/2013 - Of 21 students enrolled, 19 successfully completed the paper -- 90%.</p> <p><b>Result:</b> Target Met</p> <p><b>Year This Assessment Occurred:</b> 2012-2013</p> <p><b>GE/IL-SLO Reflection:</b> Communication and Critical Analysis.</p>	
<p>Department - History (HIST) - HIST 9 - HISTORY OF CONTEMPORARY EUROPE - SLO 2 - Individual impact - The Student will be able to: Recognize and assess the impact of individuals on the course of history In</p>	<p><b>Assessment Method:</b> Students will compose an analytical biography of an individual in contemporary European history.</p>	<p>10/10/2013 - Of 21 students enrolled, 20 successfully completed the essay.-- 95%.</p> <p><b>Result:</b> Target Met</p>	

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
writing. (Created By Department - History (HIST))  <b>Course-Level SLO Status:</b> Active	<b>Assessment Method Type:</b> Essay/Journal <b>Target for Success:</b> 80% of students will successfully complete the paper.	<b>Year This Assessment Occurred:</b> 2012-2013 <b>GE/IL-SLO Reflection:</b> Communication and Critical Analysis.	
	<b>Assessment Method:</b> Students will compose an analytical biography of an individual in contemporary European history. <b>Assessment Method Type:</b> Essay/Journal <b>Target for Success:</b> 80% of students will successfully complete the essay.		
	<b>Assessment Method:</b> 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. <b>Assessment Method Type:</b> Discussion/Participation <b>Target for Success:</b> Comprehensive, analytical, clear exposition with seminar participants understanding and response.		
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))  <b>Course-Level SLO Status:</b> Active	<b>Assessment Method:</b> Students will complete a research paper analyzing the impact of World War II on contemporary Europe. <b>Assessment Method Type:</b> Research Paper <b>Target for Success:</b> 80% of students will successfully complete the research paper.	10/10/2013 - Of the 15 students enrolled, 15 completed the paper successfully. 100% <b>Result:</b> Target Met <b>Year This Assessment Occurred:</b> 2012-2013 <b>GE/IL-SLO Reflection:</b> Communication and Critical Analysis.	
	<b>Assessment Method:</b> The student will <b>Assessment Method Type:</b>		

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
	Presentation/Performance  <b>Assessment Method:</b> 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. <b>Assessment Method Type:</b> Exam - Standardized <b>Target for Success:</b> 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))  <b>Start Date:</b> 10/10/2013  <b>Course-Level SLO Status:</b> Active	<b>Assessment Method:</b> Students will write a research paper examining the assigned country or theme. <b>Assessment Method Type:</b> Research Paper <b>Target for Success:</b> 80% of students will successfully complete the research paper.	10/10/2013 - Of 18 students enrolled, 18 successfully completed the paper -- 100%. <b>Result:</b> Target Met <b>Year This Assessment Occurred:</b> 2012-2013 <b>GE/IL-SLO Reflection:</b> Communication and Critical Analysis.	
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))  <b>Course-Level SLO Status:</b> Active	<b>Assessment Method:</b> Students will complete an essay assessing the challenges of 20th century European society. <b>Assessment Method Type:</b> Essay/Journal <b>Target for Success:</b> 80% of students will successfully complete the research paper.	10/10/2013 - Of 18 students enrolled, 18 successfully completed the paper -- 100%. <b>Result:</b> Target Met <b>Year This Assessment Occurred:</b> 2012-2013 <b>GE/IL-SLO Reflection:</b> Communication and Critical Analysis.	
	<b>Assessment Method:</b> Students will complete a essay assessing the challenges of 20th century European society. 80% of students will successfully complete the research paper.		

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
<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><b>Course-Level SLO Status:</b> Active</p>	<p><b>Assessment Method:</b> Students will compose an analytical biography of an individual in contemporary European history.</p> <p><b>Assessment Method Type:</b> Research Paper</p> <p><b>Target for Success:</b> 80% of students will successfully complete the research paper.</p>	<p>08/23/2012 - Of 21 students enrolled, 17 successfully completed the paper -- 81%.</p> <p><b>Result:</b> Target Met</p> <p><b>Year This Assessment Occurred:</b> 2011-2012</p> <p><b>GE/IL-SLO Reflection:</b> Communication and Critical Analysis.</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><b>SLO Status:</b> Active</p>	<p><b>Assessment Method:</b> Exam essay questions / written assignment</p> <p><b>Assessment Method Type:</b> Exam - Course Test/Quiz</p> <p><b>Target:</b> 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>10/11/2016 - This data remains difficult to mine, in large part because the courses are so rarely taken in any kind of order. We have seen slightly higher success rates in 2nd and 3rd quarter courses, and this year had 11 students graduate with ADT degrees, which indicates that more students are taking the full complement of courses and passing them successfully. We will continue to examine how students perform when taking more than one history class; we might also think of expanding the discussion to the other social sciences and humanities disciplines, given the similar skills found in those courses.</p> <p><b>Result:</b> Target Met</p> <p><b>Year This Assessment Occurred:</b> 2015-2016</p> <p>11/24/2014 - Because history courses are not required to be taking 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><b>Result:</b> Target Met</p> <p><b>Year This Assessment Occurred:</b></p>	

PL-SLOs	Means of Assessment & Target / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		<p>2013-2014</p> <p><b>GE/IL-SLO Reflection:</b> This learning outcome ties to critical analysis, communication, and global consciousness.</p> <hr/> <p>11/25/2013 - in examining students who have taken at least two of the sequential courses (17 or 4) or two or more online classes versus those who were single history course takers, overall students who had completed more than one course were more successful and demonstrated greater proficiency than those students who had only taken one history course. This was particularly clear in the sequential courses, where students who took the courses in order were able to make connections that students with only one course were not able to make.</p> <p><b>Result:</b> Target Met</p> <p><b>Year This Assessment Occurred:</b> 2012-2013</p> <p><b>GE/IL-SLO Reflection:</b> 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><b>Result:</b> Target Met</p> <p><b>Year This Assessment Occurred:</b> 2011-2012</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> <hr/>

PL-SLOs	Means of Assessment & Target / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		<b>GE/IL-SLO Reflection:</b> Communication and critical analysis.	
<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><b>SLO Status:</b> Active</p>	<p><b>Assessment Method:</b> Survey students who have taken two or more history courses in the program to assess their proficiency with this skill.</p> <p><b>Assessment Method Type:</b> Survey</p> <p><b>Target:</b> Students who have completed two or more courses in the program will express proficiency with this skill.</p>	<p>10/11/2016 - Due to the requirement in the ADT descriptors that students work with primary sources, this particular PL-SLO has become more significant and has been demonstrated in numerous classes; in addition to proficiency in primary written documents, several students in History 4C used ancient maps to provide documentation for their papers, a skill that they did not previously possess.</p> <p><b>Result:</b> Target Met</p> <p><b>Year This Assessment Occurred:</b> 2015-2016</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 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><b>Result:</b> Target Met</p> <p><b>Year This Assessment Occurred:</b> 2013-2014</p> <p><b>GE/IL-SLO Reflection:</b></p>	

PL-SLOs	Means of Assessment & Target / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		<p>This outcome ties to critical analysis as well as global consciousness, as many of the documents are from outside the United States.</p> <hr/> <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><b>Result:</b> Target Met</p> <p><b>Year This Assessment Occurred:</b> 2012-2013</p> <p><b>GE/IL-SLO Reflection:</b> 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 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><b>Result:</b> Target Met</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> <hr/>



PL-SLOs	Means of Assessment & Target / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		<p><b>Year This Assessment Occurred:</b> 2011-2012</p> <p><b>GE/IL-SLO Reflection:</b> Critical analysis.</p>	