



PROGRAM REVIEW – CURRICULUM REVIEW 2015-16

History

Courses with CID Designation

Course Name	CID #	CID Name	COR Effective Term
HIST G162	HIST 160	World History since 1500	F2011
HIST G170	HIST 130	United States History to 1877	F2015
HIST G175	HIST 140	United States History from 1865	F2015
HIST G180	HIST 170	Western Civilization I	S2011
HIST G180H	HIST 170	Western Civilization I	S2011
HIST G185	HIST 180	Western Civilization II	F2015

Dual Listed Courses

Course Name	Dual Listed
HIST G110	ECON G120

List of Active Courses offered or not offered in the last 3 years

Course Name	2012-2013			2013-2014			2014-2015		
	Summer	Fall	Spring	Summer	Fall	Spring	Summer	Fall	Spring
HIST G110		X	X		X	X		X	X
HIST G120		X			X			X	X
HIST G121			X			X			X
HIST G132		X			X			X	
HIST G135	X		X	X		X	X		X
HIST G140		X	X		X	X		X	X
HIST G150			X			X		X	X
HIST G161		X	X		X	X		X	X
HIST G162		X	X		X	X		X	X
HIST G170	X	X	X	X	X	X	X	X	X
HIST G175		X	X	X	X	X	X	X	X
HIST G180		X	X		X	X		X	X
HIST G185		X	X		X	X		X	X



PROGRAM REVIEW – SLO ASSESSMENTS 2015-16

History

*Assessment status reflects assessments between Fall 2013 through Summer 2015

Assessment status for courses with active cSLOs

Course Name	# of cSLOs	# of cSLOs Assessed	Status
HIST G110	3	2	↔
HIST G120	3	0	↓
HIST G121	3	2	↔
HIST G132	3	1	↔
HIST G135	3	1	↔
HIST G140	3	0	↓
HIST G150	3	1	↔
HIST G161	3	2	↔
HIST G162	3	0	↓
HIST G170	3	3	↑
HIST G175	3	3	↑
HIST G180	3	2	↔
HIST G185	3	0	↓

- ↑ Fully assessed
- ↔ Partially assessed
- ↓ No assessment

Courses with cSLOs that still need to be assessed

Course Name	cSLO #	cSLO
HIST G110	cSLO 1	Describe the structure, pace, and causal agents of changing economic life in the United States.
HIST G120	cSLO 1	Discriminate between diverse geography, cultures, ideas, societies, institutions, technical and scientific advances, economic life, and states defining Asia from ancient times.
HIST G120	cSLO 2	Explain dynamics of change and continuity within the prescribed time-frame by contextualizing ideas, cultures, and politics and by deducing cause-and-effect relationships.
HIST G120	cSLO 3	Assess a variety of source materials, including archaeological evidence, documentation in both primary and secondary sources, oral history, cartographic, diagrammatic and other visual evidence, by investigating and deducing.
HIST G121	cSLO 3	Assess a variety of source materials, including archaeological evidence, documentation in both primary and secondary sources, oral history, cartographic, diagrammatic and other visual evidence.
HIST G132	cSLO 2	Analyze the historic events, individuals, and cause-and-effect relationships of the dynamics of change and continuity from the Neolithic era to the Tudor period.
HIST G132	cSLO 3	Assess a variety of source materials, including archaeological evidence, documentation in both primary and secondary sources, oral history, cartographic, diagrammatic and other visual evidence.
HIST G135	cSLO 1	Explain the cultures, societies, and states inhabiting post-medieval and modern Britain and Ireland.
HIST G135	cSLO 2	Analyze the historic events, individuals, and cause-and-effect relationships of the dynamics of change and continuity from the Tudor period to the modern day.
HIST G140	cSLO 1	Explain various cultures, societies, and states inhabiting California from pre-colonial times to the modern era.
HIST G140	cSLO 2	Analyze historic events, individuals, and cause-and-effect relationships of the dynamics of change and continuity within the prescribed time frame.
HIST G140	cSLO 3	Assess a variety of source materials, including archaeological evidence, documentation in both primary and secondary sources, oral history, cartographic, diagrammatic and other visual evidence.
HIST G150	cSLO 2	Analyze the ideas, cultures, politics, and cause-and-effect relationships of the dynamics of change and continuity within the prescribed time frame.
HIST G150	cSLO 3	Assess a variety of source materials, including archaeological evidence, documentation in both primary and secondary sources, oral history, cartographic, diagrammatic and other visual evidence.

Courses with cSLOs that still need to be assessed

Course Name	cSLO #	cSLO
HIST G161	cSLO 2	Analyze the global ideas, cultures and societies, and cause-and-effect relationships of the dynamics of change and continuity within the prescribed time-frame.
HIST G162	cSLO 1	Explain the diverse global ideas, cultures, societies, institutions, technical and scientific advances, economic life, and states during the period before 1500.
HIST G162	cSLO 2	Analyze the global ideas, cultures and societies, and cause-and-effect relationships of the dynamics of change and continuity within the prescribed time-frame.
HIST G162	cSLO 3	Assess a variety of source materials, including archaeological evidence, documentation in both primary and secondary sources, oral history, cartographic, diagrammatic and other visual evidence.
HIST G180	cSLO 1	Analyze the ideas, cultures and societies, and cause-and-effect relationships of the dynamics of change and continuity from antiquity to the medieval era.
HIST G185	cSLO 1	Explain the diverse ideas, cultures, societies, institutions, technical and scientific advances, economic life, and states defining the post-medieval and modern Western World.
HIST G185	cSLO 2	Analyze the ideas, cultures and societies, and cause-and-effect relationships of the dynamics of change and continuity from the early modern era to the present day.
HIST G185	cSLO 3	Assess a variety of source materials, including archaeological evidence, documentation in both primary and secondary sources, oral history, cartographic, diagrammatic and other visual evidence.

Courses Assessed and their Action Plans

Course Name	cSLO #	Semester Assessed	Action Plans
HIST G110	cSLO 2	2014 - 2015 (Fall 2014)	The bar is as low as I want it on this assignment
HIST G110	cSLO 3	2014 - 2015 (Spring 2015)	The assessment could be expanded to include primary source material (stuff with by Adam Smith), though the majority grasped the ideas 'as is'. All objective tests are mathematically skewed in results so no over-reaction; mostly am satisfied with this test on this SLO and will move to another SLO next time.
HIST G121	cSLO 1	2014 - 2015 (Spring 2015)	The students worked hard all semester to develop inquiry-based reading and writing skills. For their quizzes, they read historical articles in order to develop knowledge of the historical background. For the midterm, they analyzed and interpreted a historical primary source in order to develop critical thinking skills. Their final research paper challenged them to apply their knowledge of the historical background and their ability to analyze and interpret historical primary sources in order to make a stance on a controversial historical issue and adduce evidence in order to make an argument. Inquiry-based learning is best served in the smaller classroom setting, where the students can rely on discussion and collaboration with their peers.
HIST G121	cSLO 2	2013 - 2014 (Spring 2014)	The majority of students had no problem identifying the concepts of American Women's History. This is due in large part to the size of the class. It is more challenging to achieve the rate of student success in the LCF History courses. I was pleased with the number of students who demonstrated analysis of the historical concepts as well. This is a difficult skill to learn, so it is facilitated best in a smaller classroom, where the students have more individual attention.
HIST G132	cSLO 1	2013 - 2014 (Fall 2013)	I need to address the research issue (above) and will include advice to that end on future Research Paper preparation handouts.
HIST G132	cSLO 1	2014 - 2015 (Fall 2014)	Carry on the argument for 3.0 classes, although on the basis of experience so far it will fall on deaf ears with this administration, which appears more interested in nickel and dime decisions than providing a healthy learning environment.
HIST G135	cSLO 3	2014 - 2015 (Spring 2015)	This is the third test of this type this semester, the first two were of a similar type but resulted in much less impressive results. This marked improvement came from constructive comment and feedback from me, and possibly some peer pressure –

Courses Assessed and their Action Plans

Course Name	cSLO #	Semester Assessed	Action Plans
			it's a small class (evening) and students are aware of each other's scores to some degree, that can be a motivational agent. No change planned – except to point out improving trend evidence to next year's students.
HIST G150	cSLO 1	2014 - 2015 (Fall 2014)	I would like to incorporate more visuals for students during lecture to discuss pre-Columbian technologies that exist in our society today. For instance, the comal or (pre-Columbian tortilla warmer and coffee bean toaster) and the molcajete (pre-Columbian mortar and pestle) as well as a corn husk and discuss the properties of maize or elote that assisted the nutritional uptake of the Mexica people.
HIST G161	cSLO 1	2013 - 2014 (Spring 2014)	Students are generally successful in comprehending and analyzing historical content in the smaller classroom setting. These students found Western civilizations, such as the Romans, to be much easier to interpret. Where they struggled was with Eastern civilizations such as the Middle East and China. I suspect this is due to the lack of coverage in grade school. Also, their knowledge of regional Geography is dreadful. This course needs an advisory to complete GEOG G100 before they attempt World History.
HIST G161	cSLO 1	2014 - 2015 (Spring 2015)	The students worked hard all semester to develop inquiry-based analytical skills. Students were taught to identify historical ideas, peoples, and events and to understand the historical background in its proper context. They were also taught to apply analytical skills to theorize the significance of historical ideas, peoples, and events and their larger implications or global interconnections. Inquiry-based learning is best served in the smaller classroom setting, where the students can rely on discussion and collaboration with their peers.
HIST G161	cSLO 1	2014 - 2015 (Fall 2014)	World History is very extensive in its approach and therefore can be difficult for most students. However, I was very pleased with this group of students. I endeavored to help the students make the larger connections in global history by emphasizing interrelations such as religion, commerce, and technology during lecture. Most of the students were able to discern similarities between the civilizations and states, which is one of the great benefits of smaller class sizes.
HIST G161	cSLO 3	2013 - 2014 (Fall 2013)	For most of the students, it is their first time being exposed to analyzing primary sources. Assigning the students primary sources for their quizzes has made a significant difference in preparing them to report on their book length (i.e. The Travels of Marco Polo) primary source for their final essay. However, I think that I will assign the students the section "How to Read a Document" in their primary source text for next semester to prepare them to analyze sources for the quizzes. It also has the added bonus of using Marco Polo as an example, so this will help them with their final as well.
HIST G170	cSLO 1	2013 - 2014 (Spring 2014)	Next semester, I plan to find time to provide more instruction in English grammar, sentence structure, and essay organization before the final examination.
HIST G170	cSLO 1	2013 - 2014 (Fall 2013)	In order to help students identify the main components of a historical article and apply this knowledge to make their own historical arguments, I plan to give the students a handout including guidelines for critically evaluating readings in History. This will better help them direct their reading and develop the skills they need for writing in History.
HIST G170	cSLO 1	2013 - 2014 (Fall 2013)	The students who mastered the SLO made full use of the recommended text This Fiery Trial, which consists of a compilation of Lincoln's speeches, debates, and letters. For this reason, I plan to make this text required for the spring semester and to stress to the students that they quote the documents and explain how they support their stance in this controversial issue.
HIST G170	cSLO 2	2013 - 2014 (Spring 2014)	Next semester, I plan to find time to provide more instruction in English grammar, sentence structure, and essay organization before the final examination.

Courses Assessed and their Action Plans

Course Name	cSLO #	Semester Assessed	Action Plans
HIST G170	cSLO 2	2014 - 2015 (Spring 2015)	Next semester, I plan to require another essay. But, before giving the assignment, I plan to provide more instruction in English grammar, sentence structure, and essay organization.
HIST G170	cSLO 2	2014 - 2015 (Spring 2015)	The students worked hard to develop inquiry-based historical skills: acquire knowledge of the historical background/context, learn how to analyze/interpret historical evidence, and develop research-based capabilities. The analysis and interpretation of historical primary sources is fundamental to the development of critical thinking skills according to the Library of Congress. However, analysis necessitates individual practice and small group collaboration, which is best served by the smaller classroom setting.
HIST G170	cSLO 2	2013 - 2014 (Fall 2013)	The students who studied off the provided midterm study guide, where the Boston Massacre was listed as a potential item, did well on the exam. Furthermore, the students who attended lecture and read the material in the book seemed to retain the material and were able to articulate this knowledge. Furthermore, the students who engaged in-class during the primary source readings performed the best on this section of the exam. It seems that covering a given historical event in different formats such as displaying Paul Revere's engraving of the massacre, playing the section from the HBO series John Adams, and reading a primary source document about the massacre helped to spark the students' interest and appeal to different learning styles.
HIST G170	cSLO 2	2014 - 2015 (Fall 2014)	Historical analysis is not only best nurtured through the practice of reading primary sources, but also by active debate. This is an element that I have struggled to implement in my online courses, but have mastered in my on campus courses. I have considered reintegrating discussion boards in my online courses in order to foster the development of moral reasoning and decision-making. This is a skill set necessary to contextualize historical actors and events and evaluate their impact in the present day.
HIST G170	cSLO 2	2014 - 2015 (Fall 2014)	Most of the students were able to demonstrate comprehension of the historical background, but it is much more difficult to teach students to critically analyze an event for its significance in the larger historical picture. Teaching students essential historical thinking skills necessitates a smaller class setting and more group analysis of historical sources.
HIST G170	cSLO 2	2014 - 2015 (Fall 2014)	New textbook now being used 'American Destiny'
HIST G170	cSLO 3	2013 - 2014 (Spring 2014)	Given these positive results, I plan to discontinue using online quizzes and instead substitute these homework assignments. The universities are eager to see the students demonstrate critical thinking skills and analysis of primary sources, so these assignments better suit articulation purposes and better promote student success.
HIST G170	cSLO 3	2015 - 2016 (Summer 2015)	Analysis of historical primary sources necessitates that students apply their knowledge of the historical background (which they get from class lectures and the textbook readings) in order to properly contextualize their evidence and critically think about its import. These skills do not come easy and the students require a lot of individual practice and assistance from myself and the course SIA. Students achieve higher scores and develop stronger critical thinking skills when they can work in small groups with their peers or they receive more individual attention in the smaller class environment.
HIST G170	cSLO 3	2014 - 2015 (Spring 2015)	No reason to change this assignment but I could verbally warn them in advance that there is a question requiring application of the reading's arguments to content taught in my lecture in order to raise the mastery level. On the other hand I am

Courses Assessed and their Action Plans

Course Name	cSLO #	Semester Assessed	Action Plans
			teaching directly to the assessment – the Achilles heel of this Step 5 question! I'll settle for including it in my written directions on assignments.
HIST G170	cSLO 3	2014 - 2015 (Spring 2015)	This assignment works well. I am not planning any changes. This assignment has evolved over the years. It engages student learning and allows them the opportunity to exercise their decision making skills.
HIST G170	cSLO 3	2013 - 2014 (Spring 2014)	Because students are often taught rote memorization in their grade school History courses, it is difficult to teach them to think critically about historical events and people. It is even harder to teach them to read primary sources with a discerning eye when they have been exposed solely to secondary sources (textbooks), which they were expected to take at face value. It is even harder to teach students historical thinking and inquiry in a LCF setting. I have noticed that the students in the online History G170 courses have demonstrated success with the Aplia primary source homework assignments. So, I am going to try to integrate the same assignments into the on-site History G170 courses in order to help the students develop this essential skill.
HIST G170	cSLO 3	2013 - 2014 (Fall 2013)	The majority of the students were able to make the first important steps of primary document analysis. A handful of students were able to make the next step toward critically thinking about the document. Document analysis is not an easy skill to teach students on campus, so online instruction presents additional challenges. However, I am happy to report that the Aplia homework assignments, where students read excerpts of primary source documents and answer critical thinking questions, have produced some positive results. For this reason, I plan to continue using the Aplia assignments for the Spring semester.
HIST G170	cSLO 3	2014 - 2015 (Fall 2014)	I was very pleased with the students' performance on these primary source HW assignments. This software has been the best tool to teach students to think critically about History for the online setting. I am currently exploring options on how I can integrate this software in my on-campus LCF History courses.
HIST G175	cSLO 1	2014 - 2015 (Fall 2014)	I would like to diversify the types of novels selected to analyze United States history. Native Son is one of a plethora of novels useful to look at the politics located in U.S. History and are not part of the "usual" novels in which students are already exposed to in K-12 (e.g. "The Great Gatsby").
HIST G175	cSLO 2	2014 - 2015 (Spring 2015)	From the start of the semester, I need to emphasize the importance of completing the primary source readings in the American Firsthand reader, pointing out that one-quarter of their final grade is determined by quiz questions drawn from this reader. I also must not operate under the assumption that students have read and understand the part of the syllabus that lists the reading assignments.
HIST G175	cSLO 2	2015 - 2016 (Summer 2015)	Analysis of historical primary sources necessitates that students apply their knowledge of the historical background (which they get from class lectures and the textbook readings) in order to properly contextualize their evidence and critically think about its import. These skills do not come easy and the students require a lot of individual practice and assistance from myself and the course SIA. Students achieve higher scores and develop stronger critical thinking skills when they can work in small groups with their peers or they receive more individual attention in the smaller class environment.
HIST G175	cSLO 2	2013 - 2014 (Fall 2013)	Students often do well with discerning the meaning of a historical document, but some struggle to make the next step toward analysis of its import, as this is a skill that is acquired with time and practice. Therefore, more time needs to be spent reading and analyzing primary sources in-class. In addition, Aplia software includes homework assignments designed to help students practice reading and analyzing primary sources at home. The combination of the two methods (in-class & as

Courses Assessed and their Action Plans

Course Name	cSLO #	Semester Assessed	Action Plans
			homework) could help expose the students to analysis and thereby improve their final essay scores. Again, analysis is a very difficult skill to teach students and it is even more challenging when class sizes are very large.
HIST G175	cSLO 2	2014 - 2015 (Fall 2014)	I will continue with my new grading system next semester, revising both quiz questions and in-class assignments as needed. Because my classes will once again be large, some assessment will still be based on objective questions. But as much as possible, they will also be required to – on quizzes, in-class assignments, and an essay final – to do more critical thinking.
HIST G175	cSLO 2	2014 - 2015 (Fall 2014)	Most of the students were able to meet the SLO because I gave them a review session on how to structure historical arguments or research papers. However, it is much more difficult to teach students historical thinking skills (i.e. analysis/interpretation) in a large class setting—especially because they necessitate lots of practice to develop. A smaller class setting and group work is necessary in order to teach students these essential critical thinking skills.
HIST G175	cSLO 3	2013 - 2014 (Spring 2014)	After last semester’s assessment, I decided to give students regular quizzes both to encourage attendance and to provide feedback. I think the quizzes improved student learning outcomes and plan to continue this practice. Next semester, I plan to require an assignment in which the students make a time line of the Civil Rights Movement to assist them in remember the important dates of more of the crucial events of the movement.
HIST G175	cSLO 3	2014 - 2015 (Spring 2015)	After last semester’s assessment, I decided to give students regular quizzes both to encourage attendance and to provide feedback. I think the quizzes improved student learning outcomes and plan to continue this practice. Next semester, I plan to require another essay. However, I plan to provide additional instruction on English grammar, sentence structure, and essay organization.
HIST G175	cSLO 3	2014 - 2015 (Spring 2015)	This assignment works well. I am not planning any changes. This assignment has evolved over the years. It engages student learning and allows them the opportunity to exercise their decision making skills.
HIST G180	cSLO 2	2013 - 2014 (Fall 2013)	Continue to vary the selection of material selected but will continue with this component of assessment, useful way of me monitoring the extent of reading. Since I use ParScore, the data enables me to get an idea of how many students are doing the reading, and I can also access individual profiles to check up on students who I encounter in office hours.
HIST G180	cSLO 3	2014 - 2015 (Fall 2014)	Continue to vary the selection of material selected but will continue with this component of assessment, since I use ParScore, the data enables me to get an idea of how many students are doing the reading, and I can also access individual profiles to check up on students who I encounter in office hours.