

# PROGRAM REVIEW – CURRICULUM PACKET

2018-2019

## HISTORY

This report includes course student learning outcome (cSLO) assessment summaries from 2015-16 to 2017-18.

Table 1. Course offerings per academic year from 2015-16 to 2018-19

Table 2. Course assessment status between 2015-16 and 2017-18

Table 3. cSLOs that were not assessed between 2015-16 and 2017-18

Table 4. cSLOs assessed and corresponding Data Evaluation

Table 5. cSLOs assessed and corresponding Data Planning

### COURSE OFFERINGS

Table 1. Course offerings per academic year from 2015-16 to 2018-19

Course Name	2015-2016	2016-2017	2017-2018	2018-2019
HIST G110	x	x	x	x
HIST G120	x	x	x	x
HIST G121	x	x	x	x
HIST G132	x	x	x	x
HIST G135	x	x	x	x
HIST G140	x	x	x	x
HIST G150	x	x	x	x
HIST G161	x	x	x	x
HIST G162	x	x	x	x
HIST G170	x	x	x	x
HIST G175	x	x	x	x
HIST G180	x	x	x	x
HIST G185	x	x	x	x

### COURSE ASSESSMENT STATUS

Fully Assessed



Partially Assessed



No Assessment



Table 2. Course Assessment Status between 2015-16 and 2017-18

\*No enrollment data between 2013-14 and 2018-19

Course Name	Total cSLOs	No. cSLOs Assessed	Assessment Status	Last Term Offered
HIST G110	3	1 out of 3	Partially Assessed	↔ Spring 2019
HIST G120	3	0 out of 3	No Assessment	↓ Fall 2018
HIST G121	3	2 out of 3	Partially Assessed	↔ Spring 2019
HIST G132	3	0 out of 3	No Assessment	↓ Fall 2018
HIST G135	3	1 out of 3	Partially Assessed	↔ Spring 2019
HIST G140	3	2 out of 3	Partially Assessed	↔ Spring 2019
HIST G150	3	3 out of 3	Fully Assessed	↑ Fall 2018
HIST G161	3	2 out of 3	Partially Assessed	↔ Spring 2019
HIST G162	3	0 out of 3	No Assessment	↓ Spring 2019
HIST G170	3	2 out of 3	Partially Assessed	↔ Spring 2019
HIST G175	3	3 out of 3	Fully Assessed	↑ Spring 2019
HIST G180	3	1 out of 3	Partially Assessed	↔ Spring 2019
HIST G185	3	1 out of 3	Partially Assessed	↔ Spring 2019

## DATA EVALUATION

Table 4. cSLOs assessed and corresponding Data Evaluation.

\*Denotes historical cSLOs.

Course Name	cSLO	Semester Assessed	cSLO Data Evaluation
HIST G110	cSLO 1*	Fall 2016	9 of highest standard 15 above average 16 met competent standard Class average was 22/30 (73%) Note all data from multi choice question source mathematically skewed. 1. Student can get 25% correct even if 25% of the material is not understood. 2. All or nothing result – student can get 0% on a question even if he/she has some knowledge.
HIST G110	cSLO 2*	Spring 2017	A reliable set of results for data driven SLOs, since these questions on quantitative evidence have right/wrong answers, minimal on subjectivity.
HIST G110	cSLO 3	Spring 2018	Ten of the twelve who did not reach a satisfactory level of competence did not take this test, end of the semester part of the final.
HIST G110	cSLO 3*	Fall 2015	Highest level of competency 44/55 (80%) was on a question requiring basic comprehension/knowledge of a ‘recognize, recall, match’ level of understanding. The toughest critical thinking questions (two of them) of a ‘discriminate, compare, estimate’ skill set type got a competency response of 27/55, one in two students! This is consistent with my History 170 data on a similar task, altho’ I would rate this course (Economic History) more challenging.
HIST G110	cSLO 3*	Spring 2016	10 of highest standard 22 above average 27 met competent standard Note all data from multi choice question source is mathematically skewed. 1. Student can get 25% correct even if 25% of the material is not understood. 2. All or nothing result – student can get 0% on a question even if he/she has some knowledge.
HIST G121	cSLO 1*	Fall 2015	The test covered the transition of women’s role in American society from “obedient good wives” in the colonial/Revolution era to “virtuous republican mothers” and “pious true women” in the Early Republic and antebellum period. The students who were able to apply their knowledge of the historical context in order to correctly answer the critical thinking questions and scored at least 21 out of 30 points on the test satisfactorily completed the assessment.
HIST G121	cSLO 1*	Spring 2017	The students were required to define the concept of separate spheres of influence between the genders, indicate two attributes of women as defined by the domestic sphere, and interpret how these attributes enabled women to transgress the boundaries of their “appropriate” sphere. The students who were able to do all three of the above satisfactorily completed the assessment. The students who were able to also analyze the implications of separate spheres in Women’s History and predict how women would later challenge their relegation to the private sphere mastered the SLO.
HIST G121	cSLO 2	Fall 2017	The students who indicated the background of the author, theorized the historical content, and inferred the intended audience, but did not go on to analyze the arguments of the document and make connections to what they learned in lecture, did not satisfactorily meet the cSLO. The students who interpreted the background of the historical document and also analyzed/interpreted its import did satisfactorily meet the cSLO.
HIST G121	cSLO 2*	Spring 2016	Most of the students were able to identify how the Europeans employed descriptions of Indian women’s dress, appearance, and societal roles in order to differentiate themselves as “civilized” peoples from “uncivilized” peoples. The above students satisfactorily met the SLO. The students who were able to explain how these gendered descriptions were wielded as justifications of conquest and were able to analyze the interdependence of race, gender, and class demonstrated mastery of the SLO.
HIST G121	cSLO 3	Spring 2018	The students who gave at least two of Mary Wollstonecraft’s critiques of how women were treated in English/American society and tied it in with the arguments of the

Course Name	cSLO	Semester Assessed	cSLO Data Evaluation
			Grimke sisters and the motions of the Seneca Falls Convention (1848) met the SLO. They also had to tie in early feminists' critiques, such as how women were seen as female before human or prized for their appearance over anything else, and how these arguments continue to resonate in the current day with how women are portrayed in advertising or film and how this contributes to depression, low self esteem, eating disorders, body mutilation, etc. The students who did not do the above did not meet the SLO because they did not demonstrate understanding of early feminist critiques and how those problems still resonate in the modern day.
HIST G132	cSLO 3*	Spring 2016	Class average score was 16/20 pts Competency at 23/29 students Highest standard – 12/29 students
HIST G132	cSLO 3*	Fall 2016	Class average was 17/20, one pt. better than Spring 2016 on same assignment. Over 50% were in highest standard category.
HIST G135	cSLO 2	Spring 2018	Numbers reaching satisfactory competence acceptable.
HIST G135	cSLO 3*	Spring 2017	First time this course has been offered online, previously on-site. Very encouraged by effort expended and quality of written submissions. This answers to this assignment on the offshore islands could not be easily plagiarized since it's such an esoteric subject.
HIST G140	cSLO 2	Fall 2017	the first draft for the 5 people who gave me a full complete draft are students, who in the end, created an almost perfect paper. Another 3 students were able to do it without my help, or turned it in without many changes. Other 5 students showed me an intro paragraph, which required some help, and a thesis that was not quite there, 11 students who showed me a brainstorming paragraph, which ways really a way to begin to get the first look at the sources after the group work class. Students who created a paper that was only a narrative and not an analysis, I asked them to improve, leaving, in the end 23 out of 30 students to have an analysis paper that met up with the analytical thinking criteria
HIST G140	cSLO 3	Spring 2018	Four students did not take the exam, and therefore did not do the essay. The four students who did the essay but did not finish the essay at a B level meant that (1) the student was vague and did not have enough detail to qualify for this SLO, (2) the student had less than 3 paragraphs, so there was not they breadth of understanding on the topic that would qualify as college-level work.
HIST G140	cSLO 3*	Fall 2015	For each of these papers, I made the students present me with introductory paragraphs for the papers, and extra-credit points if they looked through and made primary analysis of the given documents. I also gave students extra-credit if they did give me a rough draft of either paper. 90% students who completed the paper did so with a 80% grade (thanks to the rubric). 4 students did not do the paper at all. For the second paper, only 2 students earned less than a C+ BUT 7 students did not do the paper. This was not from my lack of goading.
HIST G140	cSLO 3*	Fall 2015	When I looked at the papers, I found that most of my students did not have the same number of potential drafts that I did for the original papers, and I did not have the same degree of class discussion to collaborate with other students as a class (and small group). I felt that when students who did an inferior project, it was because they did not understand the project, but tended to procrastinate a little too long. The student who did improve (or had good papers to begin with) took in their individual comments before and after class.
HIST G140	cSLO 3*	Fall 2016	When I looked at the papers, I found that most of my students did not have the same number of potential drafts that I did for the original papers, and I did not have the same degree of class discussion to collaborate with other students as a class (and small groups). I felt that when students who did an inferior project, it was not because they did not understand to project, but tended to procrastinate a little too long. The students who did improve (or had good papers to begin with) took in my individual comments before and after class.

Course Name	cSLO	Semester Assessed	cSLO Data Evaluation
HIST G140	cSLO 3*	Spring 2017	Most students who completed the drafts and the primary source analysis paper where able to make use of the various sources and do at least some analysis. The students who only wrote a narration and not an analysis were not in class and/or did not talk to me to explain what "analysis" actually meant. And 6 students did not do the papers at all, giving them a sub-F for very obvious reasons.
HIST G150	cSLO 1	Fall 2016	From the 34 students in the course, 32 of them passed successfully. The 2 students who either dropped or did not do well had more to do with: 1. Poor Attendance 2. Poor Participation 3. Poor or No work submitted 4. Poor performance in exams 5. No extra credit accomplished
HIST G150	cSLO 2	Fall 2016	From the 34 students in the course, 32 of them passed successfully. The 2 students who either dropped or did not do well had more to do with: 1. Poor Attendance 2. Poor Participation 3. Poor or No work submitted 4. Poor performance in exams 5. No extra credit accomplished
HIST G150	cSLO 3	Fall 2016	From the 34 students in the course, 32 of them passed successfully. The 2 students who either dropped or did not do well had more to do with: 1. Poor Attendance 2. Poor Participation 3. Poor or No work submitted 4. Poor performance in exams 5. No extra credit accomplished
HIST G161	cSLO 2	Fall 2017	The students who were able to interpret the Spartan document and indicate a couple of Spartan attributes but did not compare these characteristics with that of Athens did not successfully meet the cSLO. The students who were able to analyze the document, list at least 5 overarching attributes of Sparta, and compare/contrast these characteristics with Athens demonstrated understanding or completion of the cSLO.
HIST G161	cSLO 2*	Fall 2015	The students who correctly identified the political, religious, philosophical, artistic, economic, and gendered changes which took place between the Classical and Hellenistic eras satisfactorily completed the assessment. The students who also analyzed the historical impact of this major transition in World History demonstrated mastery of the SLO.
HIST G161	cSLO 2*	Spring 2017	The students were expected to indicate the legal, political, economic, and cultural contributions the Ancient Romans made to the modern Western world. The students who were able to do the above satisfactorily completed the assessment. The students who were able to also indicate that the formation of Western Europe as heir of the Roman Empire enables one to study Ancient Rome and make informed decisions in the present regarding politics, economics, culture, law, etc. demonstrated mastery of the SLO.
HIST G161	cSLO 3	Spring 2018	The students who were able to give at least five major cultural, legal, political, economic, and militaristic contributions the Romans made to the modern world successfully met the SLO. The students also had to indicate how these contributions continue to influence contemporary ideas and practices, such as the Ancient Roman belief that a charged person is innocent until proven guilty, which continues to inform the Western legal system. The students who gave only one or two Ancient Roman contributions to the modern world and did not indicate the connections or explain how these influences continue to be meaningful did not successfully meet the SLO.
HIST G170	cSLO 1*	Fall 2015	Students were asked to utilize material from class lectures, discussion, and other textual materials (including the textbook reading and documentary clips) to write an essay question: what various military, political, social and international developments led Abraham Lincoln to give the Emancipation Proclamation during the Civil War?
HIST G170	cSLO 1*	Fall 2015	Students spoke among themselves in a group-based competitive environment. Students spoke, students listened, students watched the game (visual presentation). Content spanned the SLO#1 material/content.
HIST G170	cSLO 1*	Fall 2015	Before giving this first exam, which included the essay question stated in step two, I gave an English lesson in class, using sentences about American History taken from

Course Name	cSLO	Semester Assessed	cSLO Data Evaluation
			content in the area of George Washington and the American Revolution. I think that this English lesson improved the students' abilities in writing their essays. More students used complete sentences and more used correct subject verb agreement. Most students remembered that the French Alliance was the most important reason the colonists were able to defeat the British Empire. Most cited Washington's leadership as a factor and British hubris and over-confidence, and under estimating the Americans. They cited the fact that the colonists were fighting a defensive war on their own territory, which they knew. Most also realized that the British Empire had recently defeated the French for world domination and had superior resources. Overall, I was pleased with the results.
HIST G170	cSLO 1*	Spring 2016	Before giving this first exam, which included the essay question stated in step two, I gave an English lesson in class, using sentences about American History taken from content in the area of George Washington and the New Republic. I think that this English lesson improved the students' abilities in writing their essays. Most students used complete sentences and more used correct subject verb agreement. Most students remembered that President Washington faced the challenge of establishing a government from scratch and cited the formation of the cabinet with its four department secretaries. Most students knew that the young republic was faced by an enormous debt and that Secretary Alexander Hamilton created a financial plan to solve it. Most described that two rebellions that the new government crushed successfully. Overall, I was pleased with the results.
HIST G170	cSLO 1*	Spring 2016	The students were responsible for applying their knowledge of the revolt phase of the American Revolution in order to identify strategies the colonists adopted in resisting British imperial reforms. The students who identified at least one concrete political, economic, and military resistance strategy successfully met the SLO. The students who gave more examples and explained why these strategies were ultimately successful in the revolution mastered the SLO.
HIST G170	cSLO 1*	Fall 2016	Before giving the Final Exam, which included the essay question stated in step two, I gave review lesson in class, instructing students on how to write an essay using specific content from the class lectures. I think that this review lesson improved the students' abilities in writing their essays. More students used complete sentences and more used correct subject verb agreement than in the two previous exams. Most students remembered the terms of the Compromise of 1850. Most remembered the significance of Harriet Beecher Stowe's book, Uncle Tom's Cabin. They also recalled the importance of the Kansas-Nebraska Controversy and the election of President Lincoln. Overall, I was pleased with the results. However, I was disappointed that 8 students failed to show up for the Final Exam.
HIST G170	cSLO 1*	Spring 2017	This quiz was on American Civil War - causes, course, consequence. 61% of the class met the standard, meaning close to two out of three got two out of three questions correct.
HIST G170	cSLO 1*	Spring 2017	Before giving this second exam, which included the essay question stated in step two, I gave an English lesson in class, using sentences about American History taken from content in the area of George Washington and the New Republic. I think that this English lesson improved the students' abilities in writing their essays. Most students used complete sentences and more used correct subject verb agreement. Nevertheless, many students did not stay on the topic of President Washington and wrote about General Washington instead. I wanted them to write about the challenge of establishing a government from scratch and to cite the formation of the cabinet with its four department secretaries. Many students missed the fact that the young republic was faced by an enormous debt and that Secretary Alexander Hamilton created a financial plan to solve it. Many did not include the two rebellions that the new government crushed successfully. Overall, I was disappointed with the results.

Course Name	cSLO	Semester Assessed	cSLO Data Evaluation
HIST G170	cSLO 2	Fall 2017	
HIST G170	cSLO 2	Fall 2017	The students who attempted to tackle the sources without reading the textbook chapters and the lecture notes did not successfully meet the cSLO because they were unable to apply their knowledge of the historical background. The students who did read the historical content and then used their knowledge of the background in order to critically read and analyze the importance of the document did successfully satisfy the cSLO.
HIST G170	cSLO 2	Fall 2017	The students who indicated the background of the author, theorized the historical context, and interpreted the intended audience, but did not included any analysis of the document did not successfully meet the cSLO. The students who did all of the above and also demonstrated analysis of the author's arguments and inferred how these arguments and tactics mirrored the fight against Great Britain did successfully satisfy the cSLO.
HIST G170	cSLO 2	Summer 2017	Each primary source analytical assignment was worth 20 pts for a total of 100 pts. The students who at least received 70/100 pts or better satisfactorily completed the assessment and met the critical thinking SLO. These students were able to weigh competing perspectives of historical events, evaluate the historical background, assess the details of the source, and draw reasoned conclusions about the importance of the source. The students who attempted to memorize and narrate information from the source but did not demonstrate any critical theory did not satisfactorily meet the SLO.
HIST G170	cSLO 2*	Fall 2015	The students who correctly identified the protected rights in the English Constitution satisfactorily completed the assessment. The students who also indicated how imperial impositions on colonial rights devolved into strategies of resistance in the American Revolution demonstrated mastery of the SLO.
HIST G170	cSLO 2*	Spring 2017	
HIST G170	cSLO 3	Spring 2018	The students who were able to identify the author, intended audience, and context of the document as well as identify the major arguments and indicate how today's society continues to struggle with similar gender issues satisfactorily met the relevance of History SLO. The students who were only able to give the background of the document but were unable to make connections between Abigail's arguments against patriarchy and the patriots' arguments against monarchy or between the past and continued practices or perceptions of gender in the current era did not satisfactorily meet the SLO.
HIST G170	cSLO 3	Spring 2018	The students who clearly stated their thesis or position on the controversial historical issue, adduced at least five strong supporting arguments, and demonstrated very good analysis of the evidence satisfactorily met the SLO. They also had to demonstrate that Lincoln contributed to the ongoing Civil Rights or Social Justice movements in order to show understanding of recent trends of combating racism. The students who did not do all of the above did not satisfactorily meet the SLO and did not demonstrate that they can marshal a compelling argument or make connections between historical problems and current issues.
HIST G170	cSLO 3*	Fall 2015	Highest level of competency 98/109 (90%) was on a question requiring basic comprehension/knowledge of a 'recognize, recall, match' level of understanding. The toughest critical thinking question – involving a 'discriminate, compare, estimate' skill set - got a competency response of 55/109, one in two students! More grist for the [stats] mill!
HIST G170	cSLO 3*	Spring 2016	Highest level of competency 87% of class was on a question requiring basic 'recognize, recall, match' level of understanding. The tougher critical thinking questions – involving a 'discriminate, compare, estimate' skill set – still got over correct response from over 60% of the class.

Course Name	cSLO	Semester Assessed	cSLO Data Evaluation
HIST G170	cSLO 3*	Summer 2015	The students were required to analyze an excerpt of a historical document or historical image and respond to questions designed to assess their knowledge of the historical background and their ability to think critically about historical evidence. The students were given three attempts to analyze the primary source sets with their average of the number of attempts being recorded as their final score.
HIST G170	cSLO 3*	Fall 2016	Most questions were of the 'recognize, recall, match' level of understanding. The toughest critical thinking questions – involving a 'discriminate, compare, estimate' skill set – still got over correct response from over 65% of the class.
HIST G170	cSLO 3*	Spring 2017	The students were expected to take a stance on a controversial question in USA History, state a clear thesis statement, give multiple supporting arguments, and demonstrate analysis of the historical evidence. The students were expected to cull secondary source evidence from their textbooks and course lectures and primary source evidence from the Lincoln book This Fiery Trial in order to conduct their research. Students who did all of the above satisfactorily completed the assessments. Students who applied their knowledge of the historical background, adduced ample supporting arguments, and analyzed their evidence in order to make a compelling argument demonstrated mastery of the SLO.
HIST G175	cSLO 1	Fall 2016	From the 80 students in the course, 74 of them passed successfully. The 6 students who either dropped or did not do well had more to do with: 1. Poor Attendance 2. Poor Participation 3. Poor or No work submitted 4. Poor performance in exams 5. No extra credit accomplished
HIST G175	cSLO 1	Fall 2017	As previously stated, 40 out of 50 students successfully completed this assignment. This is telling me that the majority of my students understood the SLO and were able to provide college level work on this assignment.
HIST G175	cSLO 1	Fall 2017	Most students who did not pass the exam missed conceptual questions on the multiple choice questions, or did not include a required component in the short answer questions (such as context, or specific examples.) This shows that they were rushing or lacked preparation. This is an online class and the exam was timed but allowed them to use their text and review guide/notes to answer the questions. Students who did well prepared for the exam using the review guide provided and organized their notes before the exam so they can complete the exam in the time allotted and review their answers before submitting the exam.
HIST G175	cSLO 1*	Fall 2015	Students were asked to find credible online sites about the internment that contained primary sources. They closely analyzed these documents (such as photographs, oral histories, and poems) and compared them to the book Farewell to Manzanar (a required book for the class).
HIST G175	cSLO 2	Fall 2016	From the 80 students in the course, 74 of them passed successfully. The 6 students who either dropped or did not do well had more to do with: 1. Poor Attendance 2. Poor Participation 3. Poor or No work submitted 4. Poor performance in exams 5. No extra credit accomplished
HIST G175	cSLO 2*	Spring 2016	Those who read the articles were able to describe the differences in points of view and perspectives of the pilot and the reporter, with the pilot saying that he was simply doing his duty and the reporter describing the tremendous suffering of the Japanese people. Through this exercise, they could see the difficulty of determining if military decisions are right or wrong, and that wrestling with controversial issues is an integral part of taking any history course.
HIST G175	cSLO 2*	Summer 2015	The students were required to analyze an excerpt of a historical document, image, speech, or video and respond to questions designed to assess their knowledge of the historical background and their ability to think critically about historical evidence. The students were given three attempts to analyze the primary source sets with their average of the number of attempts being recorded as their final score.

Course Name	cSLO	Semester Assessed	cSLO Data Evaluation
HIST G175	cSLO 2*	Fall 2016	Those who read the articles were able to see through these documents the extent to which those in power may at times attempt to cover up damaging or embarrassing information. They were also able to see how this story changed and evolved over time as new information came to light. It is an effective illustration of the simple truth that primary sources in general cannot be read as literal accounts of historical events.
HIST G175	cSLO 2*	Spring 2017	From the 78 students in the course, 29 of them passed successfully. The 49 students either dropped or did not do well had more to do with: 1.Poor Responses Online 2. Poor Essays 3. Poor or No work submitted 4. Poor performance in exams 5. No extra credit accomplished
HIST G175	cSLO 2*	Spring 2017	Those who read the articles were able to see some of the modern issues being debated regarding both immigration policies and the "War on Terror." Do immigrants put a strain on American communities, or do their contributions outweigh any negative effects? Were the mayor's comments regarding Somalians a reflection of Islamophobia in the wake of the 9/11 attacks?
HIST G175	cSLO 2*	Spring 2018	This was the fifth quiz of the semester, so by this time, students had learned that they needed to complete the readings to be successful and that they had to relate these primary sources to the course in general. Most people clearly did the reading, and they were able to recognize the simple truths that primary sources in general cannot be read as literal accounts of historical events and that cover ups sometimes happen.
HIST G175	cSLO 3	Fall 2016	From the 80 students in the course, 74 of them passed successfully.The 6 students who either dropped or did not do well had more to do with: 1. Poor Attendance 2. Poor Participation 3. Poor or No work submitted 4. Poor performance in exams 5. No extra credit accomplished
HIST G175	cSLO 3	Fall 2017	The numbers reflect that students can successfully identify and explain connections between historical developments and current problems in American society.The students who received a failing grade either did not submit the assignment which was consistent with their performance in the class, or were missing a required component (required secondary source from library research or a primary source from class).Some students had difficulty connecting issues presented byother students to their own presentation, or posing questions and additional points in order to extend the discussion.These results indicate that students need additional guidance with library research and may need more guidelines on how to respond to each other's work more effectively.
HIST G175	cSLO 3	Summer 2017	The students who received at least 120/150 pts on the final essay satisfactorily completed the assessment. These students were able to evaluate competing interpretations in History, evaluate cause and effect influences, connect the past and present, and assess the import of historical evidence in order to make a compelling argument. The students who did not do all of the above did not satisfactorily meet the SLO.
HIST G175	cSLO 3*	Fall 2015	Students spoke among themselves in a group based activity, then oral responses were provided. Students spoke, students listened, students watched the game board (overhead presentation). Content spanned the SLO material.
HIST G175	cSLO 3*	Fall 2015	In addition to the lectures given in class on Progressivism and Imperialism, the class also watched and discussed the film, "Teddy Roosevelt: An American Lion" which included only the real words and writings of this president. The film also included interviews by historians such as Edmund Morris. The film dramatized the information and made it easier for the students to remember.The students performed better than on their first essay exam. More of them answered all parts of the question using a well-developed topic sentence.A larger percentage of students showed satisfactory analysis, well-reasoned cause and effect and evaluated historical change effectively.

Course Name	cSLO	Semester Assessed	cSLO Data Evaluation
HIST G175	cSLO 3*	Spring 2016	In addition to the lectures given in class on The Civil Rights Movement, the class also watched and discussed the film, "A Time for Justice" which included the voices and documentary footage of the real civil rights demonstrators such as John Lewis. The film also included a quotation from Martin Luther King's famous "I Have a Dream" speech during the March on Washington. The film dramatized the information and made it easier for the students to remember. They performed better than on their earlier essay exams. More of them answered all parts of the question using a well-developed topic sentence. A larger percentage of students showed satisfactory analysis, well-reasoned cause and effect and evaluated historical change effectively.
HIST G175	cSLO 3*	Fall 2016	In addition to the lecture given in class on the Civil Rights Movement, the class also watched and discussed the award winning film, "A Time for Justice" which included only real documentary footage of the Civil Rights demonstrators. The film displayed black and white footage of the Montgomery Bus Boycott, the Little Rock Nine in Arkansas, the "Sit-in" demonstrations in North Carolina, as well as the violence perpetrated against peaceful protestors in Birmingham, Alabama. The film was moving and powerful in its portrayal of the Civil Rights Movement in a way that the lecture could not accomplish. The film made it easier for the students to remember. The discussion afterwards made it clear that the students were mature enough to appreciate the documentary film though it is old, black and white, and grainy.
HIST G175	cSLO 3*	Spring 2017	In addition to the lectures given in class on The Civil Rights Movement, the class also watched and discussed the film, "A Time for Justice" which included the voices and documentary footage of the real civil rights demonstrators such as John Lewis. The film also included a quotation from Martin Luther King's famous "I Have a Dream" speech during the March on Washington. The film dramatized the information and made it easier for the students to remember. They performed better than on their earlier essay exams. More of them answered all parts of the question using a well-developed topic sentence. A larger percentage of students showed satisfactory analysis, well-reasoned cause and effect and evaluated historical change effectively.
HIST G180	cSLO 2*	Fall 2016	13 students presented at the highest standard, directly relevant responses to questions, the remaining 21 wrote to a level of acceptable competency.
HIST G180	cSLO 3	Fall 2017	Written response provides more insight into assessment of application of history (past - present dialogue) relatively impressive results, most met expectations. This class is popular with History majors, so they were able to bring a more mature level of understanding to bear.
HIST G180	cSLO 3*	Fall 2015	Of those satisfactorily completing the assessment, 14 produced demonstrably authentic reports, showing evidence of honest endeavor and reporting at a high level of analysis and synthesis with strong composition and conclusion. The others were at emerging stages of competency, able to 'join some dots' though less measured on summary; overall encouraged by these results.
HIST G185	cSLO 1*	Spring 2016	Of those satisfactorily completing the assessment, less than half produced demonstrably authentic reports, showing evidence of honest endeavor and reporting at a high level of analysis and synthesis with strong composition and conclusion. Too much cut-and-paste, more than I've seen from one class. Yet this class was 30 at census and 30 completed!!
HIST G185	cSLO 3	Spring 2018	Satisfactory level of understanding of applicability of historical events in a 21st Century context achieved in a very focused and nuanced exercise.
HIST G185	cSLO 3*	Spring 2017	Students asked to differentiate between interpretations provided by me versus interpretations offered in the course reading. Fact that over 40% wrongly opted for my class interpretations strongly indicates over 40% are not doing the course reading!

## DATA PLANNING

Table 5. cSLOs assessed and corresponding Data Planning.

\*Denotes historical cSLOs.

Course Name	cSLO	Semester Assessed	cSLO Data Planning
HIST G110	cSLO 1*	Fall 2016	This SLO is being satisfactorily met: three out of four students recognized on average the correct response to two out of three questions this indicates a learning outcome.
HIST G110	cSLO 2*	Spring 2017	
HIST G110	cSLO 3	Spring 2018	This assignment works well; this 'application' SLO is one where some perception of how it works today can be measured
HIST G110	cSLO 3*	Fall 2015	Improving student learning involves exercising judgment based on experience, and on mine this class performance was in the ok to good category. Students develop their insight in ways that cannot be communicated to a predetermined formula, or expressed in stats alone, and there are other parts of the assessment (written component) where I was able to see distinct progress from the midterm. Some minor renovations envisaged but nothing radical
HIST G110	cSLO 3*	Spring 2016	Strong showing on a 'discriminate, compare, estimate' skill set type reading. If it aint broke don't fix it, more of the same on this reading assignment
HIST G121	cSLO 1*	Fall 2015	Currently, the students take notes in class and work off a test study guide given to them a week before the test due date. I am planning to post a skeleton of the class lecture on Blackboard ahead of time, so students still have to come to class in order to get the meat and muscle, but they will have more time to listen to the content and contribute to class discussion instead of worrying about capturing every word. Furthermore, I believe test scores will improve if I give the study guides to the students at the beginning of their content units.
HIST G121	cSLO 1*	Spring 2017	Students tend to focus on memorizing historical developments or simply defining concepts. Making connections between historical concepts and their impact in the present is where students struggle. More time needs to be spent in lecture on drawing connections between these developments/concepts and their relevance in the current period. This really emphasizes relevance in History and helps to engage students.
HIST G121	cSLO 2	Fall 2017	I spent more time in class with the students practicing analysis of historical documents. I also provided them with guidelines for analyzing/interpreting documents and what questions they should ask of their documents. This helped to improve students' analytical skills. Because students need a lot of individual attention when they are learning this crucial critical thinking skill, it is advisable to keep the class sizes smaller and manageable. This class only had 44 students, rather than 115, which made teaching analysis and interpretation much easier.
HIST G121	cSLO 2*	Spring 2016	The students need a more concrete definition of the historical classifications of race, class, and gender and they need to review the interconnections between them. The History of American Women tends to be more theoretical than some of the other History courses, so students may need a designated lecture to explore the interrelationship between the sister classifications. For example, gender was used in order to delineate and accentuate racial differences.
HIST G121	cSLO 3	Spring 2018	I was very pleased with the success rate for this class. We worked as a class in order to analyze the early feminists' arguments in the primary source documents. For the future, I am planning to spend more time discussing the relevance of historical arguments to informing issues in the current era in order to help the students make the connections.
HIST G132	cSLO 3*	Spring 2016	First experience teaching online, the written response exams seemed to work well – v. little evidence of cut-and-paste, helped by esoteric nature of material – ancient/medieval British and Irish history.
HIST G132	cSLO 3*	Fall 2016	I improved clarity of pre-exam instructions in my weekly announcements online, may have helped raise average?

Course Name	cSLO	Semester Assessed	cSLO Data Planning
HIST G135	cSLO 2	Spring 2018	No need to over react to an unsatisfactory rate of 18% but online students who don't read, won't read, can't read need to rethink why they are studying online. Online courses should come with a college warning.
HIST G135	cSLO 3*	Spring 2017	Given positive start, will repeat with same assignment in Spring 2018, the next time this course will run.
HIST G140	cSLO 2	Fall 2017	For the students that do not meet the assessment, it almost always is a student who either did not do the paper until the last minute or did not do it at all. I have multiple opportunities to help students with drafts and give them ample extra credit opportunities to improve the paper. If they do not follow through, I am not sure how I can help other than suggest, beg or demand.
HIST G140	cSLO 3	Spring 2018	Create a outline for the essay prompt of choice to use for a group discussion before the day of the exam.
HIST G140	cSLO 3*	Fall 2015	I believe that for this SLO, there is a lot I can do to improve the outcomes...including group work and multiple drafts. But there are some things I cannot do. You can bring a student to the well of knowledge, but you cannot make them (symbolically) drink that water. If a student wishes to turn in the drafts, read and participate with the sources, or even read the sources, I can help. I almost always can help students do better with challenging tasks. I can't help student who will not read, won't come to class, and will only do the papers at the last minute....or not do them at all. That is our failure and success.
HIST G140	cSLO 3*	Fall 2015	With multiple and graded drafts, the students will do better with analysis (rather than plain "narration"... which is distinctly NOT analysis. If the student did not read the primary sources, or will not discuss the sources as a class or group, there is no way I can help. The students who WANT to learn (especially with students who have had challenges with their first-time college analysis paper) will improve, not just in class, but in all writing papers in the future. I will see what I may do for the papers for this Spring class.
HIST G140	cSLO 3*	Fall 2016	With multiple and graded drafts, the students will do better with analysis (rather than plain "narration"...which is distinctly NOT analysis). If the students will not read the primary sources, or will not discuss the sources as a class or group, there is no way I can help. The students who WANT to learn (especially with students who have had challenges with a first-time college analysis paper) will improve, not just in my class, but in all other writing papers in the future. This has pretty much been the case for every class!
HIST G140	cSLO 3*	Spring 2017	I think rather than having the drafts as extra credit, they will need actual points so I can see who is or is not intending to do the work earlier on in the semester. That way I can evaluate the process of writing a primary source critical thinking paper which, likely, almost none of them will have done.
HIST G150	cSLO 1	Fall 2016	As part of my methodology to improve student learning, I'd like to incorporate different sets of readings and forms of engagement for the class to help encourage more course participation. I'd like to present more challenges to students by showcasing debates and bringing historical primary sources into direction question and response to issues that affect us today: immigration policies, reproductive rights, civil and human rights, labor politics, and racialized discourse.
HIST G150	cSLO 2	Fall 2016	As part of my methodology to improve student learning, I'd like to incorporate different sets of readings and forms of engagement for the class to help encourage more course participation. I'd like to present more challenges to students by showcasing debates and bringing historical primary sources into direction question and response to issues that affect us today: immigration policies, reproductive rights, civil and human rights, labor politics, and racialized discourse.
HIST G150	cSLO 3	Fall 2016	As part of my methodology to improve student learning, I'd like to incorporate different sets of readings and forms of engagement for the class to help encourage

Course Name	cSLO	Semester Assessed	cSLO Data Planning
			more course participation. I'd like to present more challenges to students by showcasing debates and bringing historical primary sources into direction question and response to issues that affect us today: immigration policies, reproductive rights, civil and human rights, labor politics, and racialized discourse.
HIST G161	cSLO 2	Fall 2017	I gave the students a list of 6 questions a couple of weeks before the midterm exam and indicated that 2 of the 6 questions would be randomly selected to be featured on the test. I also provided the students with guidelines of how to analyze/interpret historical sources. The students who prepped on the primary source guidelines and wrote up responses to the possible questions on the Midterm Exam study guide did very well on the exam. The students who did not prepare, tried to guess which questions would be on the exam, and narrated the source rather than analyzed it did not do well on this part of the exam. I have found that providing the students with study tools a few weeks before the exam helps to improve scores overall. I use to give them the study guides a week before the exam, which make it easier for students to procrastinate and resulted in lower scores.
HIST G161	cSLO 2*	Fall 2015	The students were given this question along with four others on their study guide as possible questions on the midterm exam. The students who took the time to study and write up responses to all five questions were prepared for this question and performed very well. Furthermore, I think the students would improve their scores in this area if the content is organized and delivered in a chart with Classical (before) and Hellenistic (after). I will draw the chart on the white board and the students will complete it, which will better promote the students' engagement and retention of the content.
HIST G161	cSLO 2*	Spring 2017	Students often feel that study of the ancient past is useless and irrelevant to the problems in the current era. More emphasis needs to be spent during lecture on larger patterns in World History and drawing connections between trends in the past that carry on in the present. This enables the students to recognize the relevance of the distant past and make connections, so they can better understand and navigate the current era.
HIST G161	cSLO 3	Spring 2018	I focused my lectures on how ancient civilizations such as China, Greece, Rome, the Islamic Empire, etc. contributed to prevalent ideas and practices in the modern world, which emphasized the relevance of History and helped to encourage students' engagement. I also provided the students with a list of potential questions on the test, so the students who prepared for each question on the study guide performed well on the midterm exam. The students who procrastinated or did not study for the exam attempted to guess during the test, which impaired their ability to meet the SLO. I find that the classes capped at 45 students perform much better on their exams, as the students provide more thoughtful insights and connections than the classes that are capped at 80 students plus. The more students, the less student success. For this reason, I am planning to move to teaching more of the smaller HIST classes, where I can give the students more individual attention.
HIST G170	cSLO 1*	Fall 2015	The majority of the students who took the final exam successfully answered this question. In order to have greater success, we will need to devote more class time to check for understanding (such as pre-exam writing exercises and/or close reading of the pertinent textbook chapters).
HIST G170	cSLO 1*	Fall 2015	None. Works well. Keeps students engaged. Satisfies the authentic level.
HIST G170	cSLO 1*	Fall 2015	This semester I have initiated giving short quizzes regularly in class to encourage attendance and reinforce content more often. Although this requires more work for me, I feel it is especially beneficial for the students. Attendance is better on the days we have quizzes and the students seemed to perform better on exams this semester. Of course, I cannot be certain that it is the quizzes that made the difference. But I plan to continue giving quizzes in the future.

Course Name	cSLO	Semester Assessed	cSLO Data Planning
HIST G170	cSLO 1*	Spring 2016	Last semester I initiated giving short quizzes regularly in class to encourage attendance and reinforce content. Although this required more work for me, I felt it was especially beneficial for the students. I continued this practice this semester. Attendance is better on the days we have quizzes and the students seem to perform better on exams. Of course, I cannot be certain that it is the quizzes that made the difference. But I plan to continue giving quizzes in the future.
HIST G170	cSLO 1*	Spring 2016	The students understood the developments of the American Revolution, but this question forced them to use their analytical skills in order to identify viable strategies, thereby compelling them to apply their knowledge of the historical background and make connections. These critical thinking skills do not come easy and take tons of practice, so a very large class setting can make it very difficult for a student in need of individual help. If the students cannot attain the above skills, they especially struggle on the research based final essay. Smaller class sizes (no more than 80), are more conducive to students attaining these essential critical thinking and analytical skills.
HIST G170	cSLO 1*	Fall 2016	This semester I have continued giving short quizzes regularly in class to encourage attendance and reinforce content more often. Although this requires more work for me, I feel it is especially beneficial for the students. Attendance is better on the days we have quizzes. Also, I allow students to use their notes for the quizzes, which encourages note taking. I plan to continue giving quizzes in the future.
HIST G170	cSLO 1*	Spring 2017	Bar is set in the right place, 20/30 is the norm for this test.
HIST G170	cSLO 1*	Spring 2017	Last semester I initiated giving short quizzes regularly in class to encourage attendance and reinforce content. Although this required more work for me, I felt it was especially beneficial for the students. I continued this practice this semester. Attendance is better on the days we have quizzes and the students seem to perform better on exams. Of course, I cannot be certain that it is the quizzes that made the difference. But I plan to continue giving quizzes in the future.
HIST G170	cSLO 2	Fall 2017	
HIST G170	cSLO 2	Fall 2017	There are several things that can be done here to help improve students' analytical skills. One, I am planning to post guidelines on analyzing/interpreting primary sources as part of the course orientation module. Second, I can potentially lock the HW assignments until students first read or complete the course content in order to ensure that they are approaching the document with knowledge of the historical background. Third, class sizes are way too large, which makes it invariably difficult to give the students the individual attention that is requisite to fostering critical theory, analysis, and research. The SIA and myself are spread way too thin and the students are not receiving the due attention that they deserve. The success rate in LCF classes will always be lower than manageable courses of 45 students.
HIST G170	cSLO 2	Fall 2017	I prepared this class, HIST G170, in the same way that I prepared my HIST G161 and HIST G121 classes; namely, I provided the students with the study guide questions two weeks before the exam and I supplied them with guidelines for analyzing historical primary sources. However, HIST G170 invariably hosts between 80-200 students, which makes it exceedingly difficult to give individual attention to students in fostering this crucial, yet rigorous, skill set. I have found that students perform better on critical thinking, analysis/interpretation, and research when the class sizes are manageable and are around 45 students.
HIST G170	cSLO 2	Summer 2017	I provided the students with analysis tools and guides in order to facilitate their interpretation of the sources and in order to help them distinguish between critical analysis/theory and rote memorization. This helped to improve the overall score for students' analysis of historical primary sources. However, students' ability to successfully analyze/interpret historical materials remains contingent on smaller class sizes. The larger the class size, the harder it is for instructors to give the students the individual attention that the curriculum necessitates.

Course Name	cSLO	Semester Assessed	cSLO Data Planning
HIST G170	cSLO 2*	Fall 2015	The students find it relatively easy to apply their knowledge of the historical content, but they struggle with the analysis and interpretation of historical evidence. Because students are often taught to memorize historical facts rather than interpret historical import, they are predisposed to narrate historical information and rarely retain the content. Analysis is a skill set that necessitates lots of group and individual practice, which is best served in the smaller class room setting. I am planning to use the Library of Congress primary source analysis tool which guides the students to note their observations, reflections, and questions of historical sources and teaches them how to analyze evidence.
HIST G170	cSLO 2*	Spring 2017	
HIST G170	cSLO 3	Spring 2018	I gave the students several handouts with guidelines on how to analyze/interpret historical sources. I also worked with the class after lecture in order to practice analyzing primary sources. The online students practiced analyzing primary sources via their MindTap HW assignments. As a result, I noticed that more students were able to successfully analyze and interpret the unknown primary source on the Midterm Exam. However, analysis and interpretive skills are very difficult to teach for the instructor and very hard for the students to learn, which is why LCF courses continue to be very problematic in teaching students these critical thinking skills.
HIST G170	cSLO 3	Spring 2018	Students really struggle with learning critical thinking skills such as analysis, interpretation, and research when they are in an online course. I have tried to alleviate this problem by giving the students prompts detailing how to analyze a source or how to conduct academic research. This has helped to guide the students, but LCF numbers in online courses have been rising every semester, which means that I cannot give the students the individual attention that they need and critical thinking skills require. Until the class sizes become more manageable, student success will be harder and harder to achieve. The only solution I can up with since the administration refuses to consider lowering online class sizes or provide LCF support is to teach these classes on campus where I can better ensure student success.
HIST G170	cSLO 3*	Fall 2015	This class (US History I) attracts a lot of 'entry level' freshmen students, a lower percentage of declared majors. College needs to review 'open access' for LCF; an LCF environment is not the best environment for ill-prepared entry level students straight out of high school! One size does not fit all.
HIST G170	cSLO 3*	Spring 2016	This class (US History I) attracts a lot of 'entry level' freshmen students, a lower percentage of declared majors. College needs to review 'open access' for LCF; LCF is not the best option for ill-prepared entry level students straight out of high school! This assignment works in this environment, horses for courses!
HIST G170	cSLO 3*	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*	Fall 2016	This was the fifth and final quiz of this type on the course and many students have grasped what is required both in terms of preparation and execution. This course is more dependent on quiz exams because it's an LCF class, I continue to maintain this is not the best learning environment for many of the entry level students this required US survey class attracts.
HIST G170	cSLO 3*	Spring 2017	Students struggle to differentiate between narration and analysis. They need a very clear definition and model for analysis. I have been giving them a prompt on how to analyze primary sources and what types of questions are helpful in order to interpret

Course Name	cSLO	Semester Assessed	cSLO Data Planning
			meaning. But, students also need guidance, such as explanations that they need to connect their evidence to their supporting arguments and in turn, connect their supporting arguments to their overall position (or thesis). Because setting a prerequisite of English 100 for HIST G170 is discouraged, I recommend that class sizes be more fairly balanced. I find myself having to teach the students not only how to critically think, but also how to write, which is nearly impossible in classes over 100 students.
HIST G175	cSLO 1	Fall 2016	As part of my methodology to improve student learning, I'd like to incorporate different sets of readings and forms of engagement for the class to help encourage more course participation. I'd like to present more challenges to students by showcasing debates and bringing historical primary sources into direction question and response to issues that affect us today: immigration policies, reproductive rights, civil and human rights, labor politics, and racialized discourse.
HIST G175	cSLO 1	Fall 2017	To reach the students (10 in this case) who do not understand or successfully complete the assignment, I plan to go over the SLOs for the class in greater detail, provide examples of a well written essay, and refer students who appear to have challenges with writing essays for tutoring.
HIST G175	cSLO 1	Fall 2017	For my next online class, I will incorporate pre-tests and practice multiple choice questions as a way to help students review for the exam and develop more effective test-taking skills.
HIST G175	cSLO 1*	Fall 2015	Students who completed the work were very successful and showed a high level of interest and engagement in the subject. This motivates me to make the assignment more challenging – perhaps making this more of a group exercise, or requiring students to incorporate secondary source material into their analysis of the primary documents.
HIST G175	cSLO 2	Fall 2016	As part of my methodology to improve student learning, I'd like to incorporate different sets of readings and forms of engagement for the class to help encourage more course participation. I'd like to present more challenges to students by showcasing debates and bringing historical primary sources into direction question and response to issues that affect us today: immigration policies, reproductive rights, civil and human rights, labor politics, and racialized discourse.
HIST G175	cSLO 2*	Spring 2016	I will continue to hold students accountable for completing the readings in the primary source book – “America Firsthand” – that I utilize in the course. As a general rule, scores on quizzes improve over the course of the semester largely because an increasing number of students complete the readings. They learn quickly that they will not be able to guess their way through the questions on the primary source documents.
HIST G175	cSLO 2*	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*	Fall 2016	I will continue to hold students accountable for completing the readings in the primary source book – “America Firsthand” – that I utilize in the course. As a general rule, scores on quizzes improve over the course of the semester largely because an increasing number of students complete the readings. They learn quickly that they will not be able to guess their way through the questions on the primary source documents.

Course Name	cSLO	Semester Assessed	cSLO Data Planning
HIST G175	cSLO 2*	Spring 2017	As an online course, the difference to take into account is that students continue to be challenged online and have more discussions and debates through the discussion sections. Also, because it's trial and error, I would like to use new sources to avoid any future handing-off of materials that students, in this tech savvy world, can access.
HIST G175	cSLO 2*	Spring 2017	I will continue to hold students accountable for completing the readings in the primary source book –America Firsthand– that I utilize in the course. As a general rule, scores on quizzes improve over the course of the semester largely because an increasing number of students complete the readings. They learn quickly that they will not be able to guess their way through the questions on the primary source documents. And for those who read them, history becomes more alive and relevant.
HIST G175	cSLO 2*	Spring 2018	I will continue to hold students accountable for completing the readings in the primary source book “America Firsthand.” As a general rule, scores on quizzes improve over the course of the semester largely because an increasing number of students complete the readings. Sometimes, however, students who have been absent may not be aware of an upcoming quiz. To rectify this somewhat, I will use the “Announcements” feature in Canvas more to notify students about upcoming quizzes.
HIST G175	cSLO 3	Fall 2016	As part of my methodology to improve student learning, I’d like to incorporate different sets of readings and forms of engagement for the class to help encourage more course participation. I’d like to present more challenges to students by showcasing debates and bringing historical primary sources into direction question and response to issues that affect us today: immigration policies, reproductive rights, civil and human rights, labor politics, and racialized discourse.
HIST G175	cSLO 3	Fall 2017	In the future, if I use this assignment again, I will spend more time in class showing students how to use the library database to find scholarly and popular sources related to a specific topic and provide more specific criteria for their responses to other students' postings.
HIST G175	cSLO 3	Summer 2017	I provided the students with several competing interpretations of American Exceptionalism and a sample argumentative essay in order to guide the students’ research. It was interesting to note that the students’ scores improved with this assistance. However, several students were unfamiliar with analysis/interpretation, research, and written work, so students’ success is still contingent on smaller class sizes, where the instructor is able to give the students the individual attention that research necessitates.
HIST G175	cSLO 3*	Fall 2015	None. Works well. Keeps students engaged. Satisfies the authentic level.
HIST G175	cSLO 3*	Fall 2015	I plan to teach a lesson next semester on how to write a topic sentence and how to organize an essay for those students who lack this ability. I think I can teach historical information while also teaching students how to write better essays.
HIST G175	cSLO 3*	Spring 2016	I plan to continue to use film excerpts in class to teach history lessons next semester. I think I can teach historical information while also utilizing dramatic film excerpts.
HIST G175	cSLO 3*	Fall 2016	I plan to teach a lesson next semester on how to write a topic sentence and how to organize an essay for those students who lack this ability. I think I can teach historical information while also teaching students how to write better essays.
HIST G175	cSLO 3*	Spring 2017	I plan to continue to use film excerpts in class to teach history lessons next semester. I think I can teach historical information while also utilizing dramatic film excerpts
HIST G180	cSLO 2*	Fall 2016	The specified and prescribed lines of inquiry of this assignment render it more difficult for cut and paste merchants, so I consider these outcomes authentic. I have changed this assignment a lot over the years, this was the best outcome in a while.
HIST G180	cSLO 3	Fall 2017	No change on method, but will use a different SLO next time.
HIST G180	cSLO 3*	Fall 2015	Gratifyingly few cut and paste in this class, maybe because a higher percentage of History majors? This is a useful assignment I have required for many years, the second paper this class has had to do this semester – since students know

Course Name	cSLO	Semester Assessed	cSLO Data Planning
			beforehand and by repute that I require written work then I can only assume that they are willing to take on that challenge. This class was 44 at census, 37 completions = 85%.
HIST G185	cSLO 1*	Spring 2016	This is what I posted online start of semester in a doc titled Upgrade: Your brain and your smart phone? The difference between the human brain and a digital computer is we are learning machines, we learn from experiences. Your smart phone will be no smarter tomorrow than today – hopefully you will. Experience it.
HIST G185	cSLO 3	Spring 2018	Useful assignment, need to be wary of internet resource issues, on a learning curve with that.
HIST G185	cSLO 3*	Spring 2017	Be more directive on course reading requirement

Table 3. cSLOs that were not assessed between 2015-16 and 2017-18

Course Name	cSLO Name	cSLO to Assessed
HIST G110	cSLO 1	Exhibit knowledge and understanding of the course content by major areas through written work and/or other forms of testing consistent with college level expectations. (Application of knowledge SLO).
HIST G110	cSLO 2	Demonstrate proficiency in research, analytical, and communication skills necessary to present compelling and original arguments displaying a critical understanding of historical context, cause/effect, and/or change and continuity. Analysis should draw on both primary and secondary historical sources. (Critical thinking skills SLO).
HIST G120	cSLO 1	Exhibit knowledge and understanding of the course content by major areas through written work and/or other forms of testing consistent with college level expectations. (Application of knowledge SLO).
HIST G120	cSLO 2	Demonstrate proficiency in research, analytical, and communication skills necessary to present compelling and original arguments displaying a critical understanding of historical context, cause/effect, and/or change and continuity. Analysis should draw on both primary and secondary historical sources. (Critical thinking skills SLO).
HIST G120	cSLO 3	Appraise the value of historical knowledge for understanding more recent and/or comparable issues, events, and trends. (Relevance of History SLO).
HIST G121	cSLO 1	Exhibit knowledge and understanding of the course content by major areas through written work and/or other forms of testing consistent with college level expectations. (Application of knowledge SLO).
HIST G132	cSLO 1	Exhibit knowledge and understanding of the course content by major areas through written work and/or other forms of testing consistent with college level expectations. (Application of knowledge SLO).
HIST G132	cSLO 2	Demonstrate proficiency in research, analytical, and communication skills necessary to present compelling and original arguments displaying a critical understanding of historical context, cause/effect, and/or change and continuity. Analysis should draw on both primary and secondary historical sources. (Critical thinking skills SLO).
HIST G132	cSLO 3	Appraise the value of historical knowledge for understanding more recent and/or comparable issues, events, and trends. (Relevance of History SLO).
HIST G135	cSLO 1	Exhibit knowledge and understanding of the course content by major areas through written work and/or other forms of testing consistent with college level expectations. (Application of knowledge SLO).
HIST G135	cSLO 3	Appraise the value of historical knowledge for understanding more recent and/or comparable issues, events, and trends. (Relevance of History SLO).
HIST G140	cSLO 1	Exhibit knowledge and understanding of the course content by major areas through written work and/or other forms of testing consistent with college level expectations. (Application of knowledge SLO).
HIST G161	cSLO 1	Exhibit knowledge and understanding of the course content by major areas through written work and/or other forms of testing consistent with college level expectations. (Application of knowledge SLO).
HIST G162	cSLO 1	Exhibit knowledge and understanding of the course content by major areas through written work and/or other forms of testing consistent with college level expectations. (Application of knowledge SLO).
HIST G162	cSLO 2	Demonstrate proficiency in research, analytical, and communication skills necessary to present compelling and original arguments displaying a critical understanding of historical context, cause/effect, and/or change and continuity. Analysis should draw on both primary and secondary historical sources. (Critical thinking skills SLO).

Course Name	cSLO Name	cSLO to Assessed
HIST G162	cSLO 3	Appraise the value of historical knowledge for understanding more recent and/or comparable issues, events, and trends. (Relevance of History SLO).
HIST G170	cSLO 1	Exhibit knowledge and understanding of the course content by major areas through written work and/or other forms of testing consistent with college level expectations. (Application of knowledge SLO).
HIST G180	cSLO 1	Exhibit knowledge and understanding of the course content by major areas through written work and/or other forms of testing consistent with college level expectations. (Application of knowledge SLO).
HIST G180	cSLO 2	Demonstrate proficiency in research, analytical, and communication skills necessary to present compelling and original arguments displaying a critical understanding of historical context, cause/effect, and/or change and continuity. Analysis should draw on both primary and secondary historical sources. (Critical thinking skills SLO).
HIST G185	cSLO 1	Exhibit knowledge and understanding of the course content by major areas through written work and/or other forms of testing consistent with college level expectations. (Application of knowledge SLO).
HIST G185	cSLO 2	Demonstrate proficiency in research, analytical, and communication skills necessary to present compelling and original arguments displaying a critical understanding of historical context, cause/effect, and/or change and continuity. Analysis should draw on both primary and secondary historical sources. (Critical thinking skills SLO)