

Course Assessment Results aligned to Program SLOs

San Mateo CCCD

CAN Program - Social Sciences

SLO	Course Outcomes	Means of Assessment & Success Criteria / Tasks	Results	Action & Follow-Up
Students will be able to produce evidence based arguments.	CAN Dept - History - CAN HIST 100 - History Western Civ I - Major Developments - SLO #1: Students will identify the major political, economic, social, and cultural developments in Western Civilization to the fall of Rome. (Created By CAN Dept - History)	Assessment Method: Embedded questions in quizzes, objective exams, or written assignments. Assessment Method Category: Exam Success Criterion: 70% of students will complete the assignment with a grade of C or better		
	CAN Dept - History - CAN HIST 100 - History Western Civ I - Sources - SLO #2: Students will learn to distinguish between and use primary and secondary sources in the history of Western Civilization. (Created By CAN Dept - History)	Assessment Method: Direct observation of students' application of primary and secondary sources in historical practice Assessment Method Category: Other Success Criterion: 70% of students will complete the assignment with a grade of C or better		
	CAN Dept - History - CAN HIST 100 - History Western Civ I - Acient Greece contributions - SLO#3: Students will be able to identify the contributions of ancient Greece to Western Civilization and assess their significance in western society. (Created By CAN Dept - History)	Assessment Method: Multiple choice exam questions Assessment Method Category: Exam Success Criterion: Success Criterion: 70% of students successfully answer the specified questions.	05/30/2012 - 80% of the students earned a C or higher on this assignment; 20% either earned a D or an F. Result Type: Criterion met Reporting Cycle: 2011 - 2012	05/31/2012 - After examining the results from Fall 2011 and Spring 2012, I have decided to analyze the test questions in the Fall 2013 when I teach the course again (due to schedule rotations and resources). Action Plan Category: Conduct Further Assessment
			12/20/2011 - 87% of the students earned a 70% or better on the exam; 13% failed	

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			<p>Result Type: Criterion met</p> <p>Reporting Cycle: 2011 - 2012</p>	<p>12/20/2011 - Although the 70% criterion was met, I would like to identify which questions the 13% answered incorrectly to see if there is patterned among those who failed (i.e., did they miss the same questions?). This will enable me to reflect upon my instruction as it relates to the content in order to improve students' success rates. Further reflection on this process is needed.</p> <p>Action Plan Category: Conduct Further Assessment</p>
	<p>CAN Dept - History - CAN HIST 101 - History Western Civ II - Absolutism & Constitutionalism - SLO#1: Students will be able analyze the importance of the French Revolution on the trajectory of French and European history (Created By CAN Dept - History)</p>	<p>Assessment Method: Multiple choice exam questions</p> <p>Assessment Method Category: Exam</p> <p>Success Criterion: Success Criterion: 70% of students successfully answer the specified questions.</p>	<p>05/30/2012 - Spring 2012- SLO1: Hist 101 AA 100% succeeded</p> <p>Result Type: Criterion met</p> <p>Reporting Cycle: 2011 - 2012</p>	<p>07/18/2012 - I am pleased that 100% of my students completed the exam successfully. I believe that this exam is an excellent tool for measuring students' understanding of this SLO which focuses on causes and impacts of the Industrial Revolution. Coupled with my other classes, I am interested in examining the effectiveness of each exam question. Further planning and analysis is needed.</p> <p>Action Plan Category: Conduct Further Assessment</p>
			<p>03/06/2012 - Fall 2011 Hist 101 80% succeeded; 20% failed.</p> <p>Result Type: Criterion met</p> <p>Reporting Cycle: 2011 - 2012</p>	<p>04/25/2012 - I am pleased that 80% of my students completed the exam successfully. I believe that this exam is an excellent tool for measuring students' understanding of this SLO which focuses on causes and impacts of the Industrial Revolution. I would like to compare students' scores over several</p>

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				<p>semesters to see if they are as high as they were this semester. Further analysis is needed.</p> <p>Action Plan Category: Conduct Further Assessment</p>
	<p>CAN Dept - History - CAN HIST 104 - World History I - Sources - SLO #1: Students will distinguish between, analyze and use both primary and secondary historical sources in world history to 1500. (Created By CAN Dept - History)</p>	<p>Assessment Method: Written Homework: Students will demonstrate their proficiency in a reading response assignment. Assessment Method Category: Other Success Criterion: 70% of students will complete the assignment with a grade of C or better.</p>		
	<p>CAN Dept - History - CAN HIST 104 - World History I - Societies - SLO #2: Explain the growth of significant complex societies from prehistory to 1550 in diverse settings across the world. (Created By CAN Dept - History)</p>	<p>Assessment Method: Essay question as part of a midterm exam. Assessment Method Category: Exam Success Criterion: At least 70% of students will answer the questions correctly.</p>	<p>08/31/2012 - 31 students completed the essay: How did social structures--that is the division of labor between social classes and genders--differ between the civilizations we have explored? What societies were the most innovative in religion, technology, the economy, politics, and the arts?</p> <p>Of those, all but 1 passed with a grade of "C" (70%) or better. There were 8 "As", 17 "Bs", 5 "Cs" and one "D". Haime.</p> <p>Result Type: Criterion met Reporting Cycle: 2011 - 2012</p>	

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	<p>CAN Dept - History - CAN HIST 104 - World History I - Growth - SLO #3: Compare and contrast the growth of political, economic, religions, and cultural institutions among human societies. (Created By CAN Dept - History)</p>	<p>Assessment Method: Essay question on the final exam. Assessment Method Category: Exam Success Criterion: 70% of students will answer the questions correctly; 70% of students will earn a 70% or above on the essay exam.</p>	<p>08/31/2012 - 28 students completed the exam. Of those, 25 succeeded in earning a "C" or better on the essay question: 5) How did global trade networks change after 1470? Why did Europeans achieve such dramatic success in the Americas? How did the rest of the world benefit and lose? What is the interrelationship between sugar and slavery? Why did much of the gold and silver of the Americas wind up in Asia? Why was this not as beneficial as one might think for Asia? A's = 12 B's = 10 C's = 3 D's = 0 F's = 3 - Haine Result Type: Criterion met Reporting Cycle: 2011 - 2012</p>	
	<p>CAN Dept - History - CAN HIST 104 - World History I - Essay - SLO #4: Develop an informed point of view and reason-based argument that is well supported by historical evidence and examples from HIST 104. (Created By CAN Dept - History)</p>	<p>Assessment Method: Take-home essay. Assessment Method Category: Essay Success Criterion: 75% of all students earn a "C" or better. Related Documents: SLO#4EssayAssignment</p>	<p>08/31/2012 - 31 out of 37 students (84%) earned a grade of "C" or better. Overall they did very well. I am assessing this SLO because I am working to refine the directions that I give students for essay-writing assignments to include very explicit instructions regarding what makes an effective essay for history: thesis, argument and evidence. Result Type: Criterion met</p>	<p>08/31/2012 - As a result of this assessment, I will better explain to students the details regarding how to craft an essay for history / social science classes. I do need to continue to collect more examples of what to do / what not to do. I would also like to work towards developing a more detailed and effective rubric based on the combined results for all my classes this semester.</p>

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			<p>Reporting Cycle: 2011 - 2012</p> <p>Related Documents: SLO#4EssayResults</p>	<p>Action Plan Category: Develop new evaluation methods</p> <p>Follow-Up: 08/31/2012 - I have incorporated more specific verbal and written instructions. Still need to work on the rubric.</p>
	<p>CAN Dept - History - CAN HIST 106 - World History II - Sources - SLO #1: Distinguish between, analyze and use both primary and secondary historical sources in world history after 1500. (Created By CAN Dept - History)</p>	<p>Assessment Method: Questions embedded in an Exam. Assessment Method Category: Exam Success Criterion: At least 75% of students will answer the questions correctly.</p>	<p>01/07/2013 - 33 students completed this exam (#4); of those 28 (85%) earned full credit for question #2 (defining primary source & explaining how it differs from a secondary source). 27 (83%) earned full credit for question #3 (applying the definition to an example). Overall I am very pleased with the results. We did a lot more with primary sources this semester than in previous semesters and I think that is reflected in students' strong performance on this exam.</p> <p>Result Type: Criterion met Reporting Cycle: 2012 - 2013</p>	<p>01/07/2013 - The only action item is to add a question to the Pre-test at the beginning of the semester -- in order to know with certainty whether or not this is a concept that the students are aware of as they enter into the class.</p> <p>Action Plan Category: Develop new evaluation methods</p>
	<p>CAN Dept - History - CAN HIST 106 - World History II - Major Empires - SLO #2: Explain and analyze the evolution of the world's major empires during the early modern era. (Created By CAN Dept - History)</p>	<p>Assessment Method: Worksheet Assessment Method Category: Other Success Criterion: 75% of students will complete the worksheet with a grade of C or better.</p>	<p>12/16/2011 - 76% of the students completed the worksheet with a grade of C or better.</p> <p>Result Type: Criterion met Reporting Cycle: 2011 - 2012</p> <p>Related Documents: 106SLOMajorEmpiresChart</p>	<p>12/16/2011 - Technically, the criteria were met, but I would like to see many more students succeed in this assignment. Many of the students' responses were quite brief, lacking the kind of detail and development that I would like to see for this kind of an assignment. As a result, I will adjust the assignment in several minor ways. First, I will give the students more space on the worksheet to respond. Second, I will</p>

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				<p>make it more clear that they will be expected to cite specific evidence. Again, I think explicit instructions are key.</p> <p>Action Plan Category: Use New or Revised Teaching methods</p> <p>Follow-Up: 03/06/2012 - I have changed the worksheet for Fall 2012 to allow for more space for the students to respond and also to explain how important the details are for understanding and explaining the changes that occurred over time.</p>
	<p>CAN Dept - History - CAN HIST 106 - World History II - Rise of West - SLO #3: Explain the rise of the West within the larger context of global development. (Created By CAN Dept - History)</p>	<p>Assessment Method: Questions embedded in midterm and final exams.</p> <p>Assessment Method Category: Exam</p> <p>Success Criterion: 70% of students will answer the questions correctly, earning a grade of C or better.</p>	<p>09/24/2012 - HIST 106 OLH- SP12- 82 % earned a grade of "C" or better. 18 % did not.</p> <p>Result Type: Criterion met</p> <p>Reporting Cycle: 2011 - 2012</p> <hr/> <p>09/17/2012 - Fall 2011 - course not offered</p> <p>HIST 106 OLH CRN: 42845 Spring 2012 Results: Haine SLO2: 81.8 % passed, 18.2 % failed</p> <p>Result Type: Criterion met</p> <p>Reporting Cycle: 2011 - 2012</p>	

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	<p>CAN Dept - History - CAN HIST 201 - U.S. History through 1877 - Sources - SLO #1: Distinguish between and use both primary and secondary sources in the history of the United States through 1877. (Created By CAN Dept - History)</p>	<p>Assessment Method: SLO #1: Test questions embedded in the exam Assessment Method Category: Exam Success Criterion: 75% of students will successfully answer the questions</p>	<p>01/07/2013 - Of the students who took Exam #3 in 201 LA, 88% answered the questions 100% correctly (22/25). Missed responses: 1 had trouble applying the definition (this student could not identify an example); 1 had it backwards (primary vs. secondary); 1 was not specific (did not provide an accurate example).</p> <p>Of the students who took Exam #3 in 201 AA, 78% (24/31) earned full credit for their correct response to the questions -- #1 (a) and (b). Of those who did not receive full credit, four had trouble applying what they had learned (they did not identify an example); two wrote that primary sources are more "factual" or "reliable;" and one response was too narrow (they did not express a sense of the range of materials that historians rely on).</p> <p>Result Type: Criterion met Reporting Cycle: 2012 - 2013 Related Documents: Exam #3</p>	<p>01/07/2013 - Students were extremely successful. However, in the future (beginning SP13), I would like to include these questions on a pre-test in order to identify whether or not this is something that students already knew.</p> <p>Action Plan Category: Develop new evaluation methods</p>
	<p>CAN Dept - History - CAN HIST 201 - U.S. History through 1877 - Revolution-impact-creation - SLO #3: Identify the causes of the American Revolution and assess their impact on the creation of the United States. (Created By CAN Dept - History)</p>	<p>Assessment Method: Multiple choice exam questions Assessment Method Category: Exam Success Criterion: 70% of students successfully answer the specified questions.</p>	<p>05/30/2012 - Spring 2012: 72% succeeded; 28% failed Result Type: Criterion met Reporting Cycle: 2011 - 2012</p>	<p>07/18/2012 - Although the criterion was met, I would like to identify which questions the 28% answered incorrectly to see if there is patterned among those who failed (i.e., did they miss the same questions?). This will enable me to reflect upon my instruction as it relates to the content in order to improve students' success rates. Further</p>

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				<p>reflection and planning on this process is needed.</p> <p>Action Plan Category: Conduct Further Assessment</p>
			<p>03/06/2012 - Fall 2011 Hist 201 AA 67% succeeded; 33% failed. Hist 201 AB 71% succeeded; 29% failed</p> <p>Result Type: Inconclusive Reporting Cycle: 2011 - 2012</p>	<p>12/20/2011 - One section fell below the 70% success rate (67%), while the other section was slightly above it (71%). This exam was administered relatively early in the semester when students are still learning to take college level exams. Therefore, the average success rates may suggest that students are still settling into the college atmosphere, and further time is needed for them to develop the skills necessary to successfully perform at the college level. Further analysis is needed.</p> <p>Action Plan Category: Conduct Further Assessment</p>
	<p>CAN Dept - History - CAN HIST 201 - U.S. History through 1877 - Essay - SLO #4: Develop an informed point of view and reason-based argument that is well supported by historical evidence and examples from U.S. history. (Created By CAN Dept - History)</p>	<p>Assessment Method: Take-home essay. Assessment Method Category: Essay Success Criterion: 75% of students earn a grade of C or better.</p>	<p>08/31/2012 - 39 out of 45 students earned a grade of C or better. Overall they did very well on this essay. There were 10 A's; 23 B's; 6 C's. This was the last of three essays, so the students who were still active in the class should have done well and they did.</p> <p>Result Type: Criterion met Reporting Cycle: 2011 - 2012</p>	<p>08/31/2012 - I still need to chart the results so that I can adjust my verbal and written directions.</p> <p>Action Plan Category: Conduct Further Assessment</p>

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	<p>CAN Dept - History - CAN HIST 202 - U.S. History from 1877 to the present - Diverse perspectives - SLO #2: Compare and contrast the varied experiences and perspectives of diverse groups or individuals in American history. (Created By CAN Dept - History)</p>	<p>Assessment Method: Written homework analyzing primary sources produced by American Indians and Anglo American reformers. Assessment Method Category: Other Success Criterion: 70% of the students will successfully compare and contrast the perspectives described in the documents.</p>	<p>05/24/2013 - 29 out of 36 students, approximately 81%, completed this assignment successfully. Of those that did not, the most common obstacle seemed to be their failure to understand how to decode the organization of the book, a primary source reader. Result Type: Criterion met Reporting Cycle: 2012 - 2013</p>	<p>05/24/2013 - Start this assignment in-class together, in order to ensure that students can successfully navigate the "Reader" format. Action Plan Category: Use New or Revised Teaching methods</p>
	<p>CAN Dept - History - CAN HIST 202 - U.S. History from 1877 to the present - Industrial Revolution: causes; impacts - SLO #3: Students will be able to identify the causes of the Industrial Revolution and assess the impacts of the Industrial Revolution on American society. (Created By CAN Dept - History)</p>	<p>Assessment Method: Multiple choice exam questions. Assessment Method Category: Exam Success Criterion: 70% of students successfully answer the specified questions.</p>	<p>05/30/2012 - Spring 2012 Hist 202 AA 96% succeeded; 4% failed Hist 202 AB 92% succeeded; 8% failed Result Type: Criterion met Reporting Cycle: 2011 - 2012</p>	<p>07/18/2012 - I am pleased that 96% of my students completed the exam successfully. I believe that this exam is an excellent tool for measuring students' understanding of this SLO which focuses on causes and impacts of the Industrial Revolution. Coupled with my other classes, I am interested in examining the effectiveness of each exam question. Further planning and analysis is needed. Action Plan Category: Conduct Further Assessment</p>
			<p>12/20/2011 - Fall 2011 Hist 202 AA 80% succeeded; 20% failed. Result Type: Criterion met Reporting Cycle: 2011 - 2012</p>	<p>07/18/2012 - I am pleased that 80% of my students completed the exam successfully. I believe that this exam is an excellent tool for measuring students' understanding of this SLO which focuses on causes and impacts of the Industrial Revolution. I would like to compare students' scores over several semesters to see if they are as good as they were this semester. Further analysis is needed.</p>

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				Action Plan Category: Conduct Further Assessment
	CAN Dept - History - CAN HIST 242 - African-American US History - Major Developments - SLO #1: Identify and describe the major political, economic, social and cultural developments in African American history. (Created By CAN Dept - History)	Assessment Method: SLO #1: Embedded questions in quizzes, objective exams, or written assignments. Assessment Method Category: Exam Success Criterion: 70% of students will complete the assignment with a grade of C or better		
	CAN Dept - History - CAN HIST 242 - African-American US History - Sources - SLO #2: Distinguish between, and use, both primary and secondary historical sources in African American history in the U.S. (Created By CAN Dept - History)	Assessment Method: SLO #2: Direct observation of students' application of primary and secondary sources in historical practice Assessment Method Category: Other Success Criterion: 70% of students will complete the course with a grade of C or better		
	CAN Dept - History - CAN HIST 245 - Race, Ethnicity and Immigration - Sources - SLO #1: Distinguish between, analyze and use both primary and secondary historical sources in the history of race, ethnicity and immigration in the U.S. (Created By CAN Dept - History)	Assessment Method: Embedded question in Exam. Assessment Method Category: Exam Success Criterion: 75% of students will earn at least 2.5 / 3 points for their response to the question.	01/07/2013 - 30 students took the Exam (#3) and of those, 25 (83%) earned 2.5-3.0 points / 3.0 for their response to the question (#2). Overall, they were successful, but not as successful as the U.S. History students, who were required to incorporate primary sources into a research project. Result Type: Criterion met Reporting Cycle:	01/07/2013 - The criterion were met, however, I will add at least 2 more primary source documents to this class for SP 2013. Action Plan Category: Use New or Revised Teaching methods

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			2012 - 2013	
	<p>CAN Dept - History - CAN HIST 245 - Race, Ethnicity and Immigration - Essay - SLO #4: Articulate an informed point of view and reason-based argument that is well supported by historical evidence and examples from the history of race, ethnicity & immigration. (Created By CAN Dept - History)</p>	<p>Assessment Method: Oral history essay -- the culminating assignment for an oral history project, which includes a project proposal and rough draft. Students must develop a unique thesis and provide both historical context and evidence of the life story that they are describing.</p> <p>Assessment Method Category: Essay</p> <p>Success Criterion: 80% or more (I have high expectations for this essay since they had an opportunity to get feedback on a rough draft) earn a grade of "C" or better.</p>	<p>08/31/2012 - 39 out of 41 students (95%!) successfully earned a grade of C or better. I chose to assess this essay in part because I wanted to compare the findings to the analytical essays that students write in my other classes. The results seem to emphasize how important it is to the students to connect the assignments to their own lives and life experiences.</p> <p>Result Type: Criterion met</p> <p>Reporting Cycle: 2011 - 2012</p> <p>Related Documents: SLO#4OHEssayAssignment SLO#4OHEssayAssignment</p>	
		<p>Assessment Method: Individual reflective essay in response to group research project.</p> <p>Assessment Method Category: Essay</p> <p>Success Criterion: 75% earn a "C" or better.</p>	<p>03/07/2014 - 80% (20 out of 25) earned a grade of 75% or higher. Three students earned a grade in the 70% - 75% range, one earned a "D" and one did not turn-in an essay. Most of these students did very well articulating their thesis. The best papers provided ample evidence and examples.</p> <p>Result Type: Criterion met</p> <p>Reporting Cycle: 2013 - 2014</p>	<p>03/07/2014 - In reflection, I would like to add more explicit requirements to future essays. For example: "provide at least 2 detailed examples each, from at least 2 different sources."</p> <p>Action Plan Category: Other</p>
	<p>CAN Dept - History - CAN HIST 246 - History of Latinos in the U.S.</p>			

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	<p>- Sources - SLO #2: Students will distinguish between, analyze and use both primary and secondary historical sources in Latino history in the U.S. (Created By CAN Dept - History)</p>	<p>Assessment Method: SLO #3 Direct observation of students' application of primary and secondary sources in historical practice</p> <p>Assessment Method Category: Other</p> <p>Success Criterion: 70% of students will complete the assignment with a grade of C or better</p>		
	<p>CAN Dept - History - CAN HIST 246</p> <p>- History of Latinos in the U.S.</p> <p>- Define - SLO #3: Students will be able to explain the the causes, course and consequences of the U.S. - Mexican War, 1846-1848. (Created By CAN Dept - History)</p>	<p>Assessment Method: Embedded questions (Midterm Exam #2).</p> <p>Assessment Method Category: Exam</p> <p>Success Criterion: 70% or more of the students will succeed in answering the embedded test questions correctly.</p>		
	<p>CAN Dept - History - CAN HIST 247</p> <p>- Women in U.S. History</p> <p>- Sources - SLO #2: Distinguish between and use both primary and secondary historical sources in U.S. Women's History. (Created By CAN Dept - History)</p>	<p>Assessment Method: Annotated bibliography as part of an independent research project.</p> <p>Assessment Method Category: Project</p> <p>Success Criterion: 70% of students will complete the course with a grade of C or better</p>		
	<p>CAN Dept - History - CAN HIST 247</p> <p>- Women in U.S. History</p> <p>- Gender - SLO #3: Define gender and explain its significance in determining human experiences in the past. (Created By CAN Dept - History)</p>	<p>Assessment Method: Written reading response (homework assignment)</p> <p>Assessment Method Category: Exam</p>		

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		<p>Success Criterion: 70% or more of the students will successfully explain the impacts of gender in their written work.</p>		
	<p>CAN Dept - History - CAN HIST 422 - Modern Latin America - Legacies - SLO #1: Analyze and evaluate the most significant legacies of the colonial era for Modern Latin America. (Created By CAN Dept - History)</p>	<p>Assessment Method: Written essay as part of an exam. Assessment Method Category: Essay Success Criterion: 70% of students will complete the assignment successfully.</p>		
	<p>CAN Dept - History - CAN HIST 422 - Modern Latin America - Sources - SLO #2: Students will distinguish between, analyze and use both primary and secondary historical sources in Modern Latin American History. (Created By CAN Dept - History)</p>	<p>Assessment Method: Direct observation of students' application of primary and secondary sources in historical practice. Assessment Method Category: Other Success Criterion: 70% of students will complete the assignment with a grade of C or better</p>		
		<p>Assessment Method: Students effectively incorporate at least one primary source document in their final research poster. Assessment Method Category: Capstone Assignment/Project Success Criterion: 75% or more of students identify, use and correctly cite at least one primary source document in their final research poster.</p>	<p>03/09/2014 - 17 out of the 20 students who completed a poster successfully incorporated at least one primary source document. However, only 12 out of 20 cited their source accurately, without any errors. Result Type: Criterion met Reporting Cycle: 2013 - 2014</p>	<p>03/09/2014 - In the future, I would like to have students turn-in their final, completed, bibliography in advance so that they have time to make corrections to their citations. Action Plan Category: Use New or Revised Teaching methods</p>

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	<p>CAN Dept - History - CAN HIST 422 - Modern Latin America - Essay - SLO#3: Develop an informed point of view and reason-based argument that is well supported by historical evidence and examples. (Created By CAN Dept - History)</p>	<p>Assessment Method: Take-home essay. Assessment Method Category: Essay Success Criterion: 70% of all students will earn a C or better.</p>	<p>08/31/2012 - 29 students completed the assignment. Of those, 83% earned a C or better. A's = 7 B's = 12 C's = 5 D's = 3 F's = 2 My goal: to identify specific problems with the development of the 1) thesis, 2) argument and 3) evidence, in order to better explain to the students what is expected of them in a college-level history essay. Result Type: Criterion met Reporting Cycle: 2011 - 2012 Related Documents: SLO#4EssayAssignment SLO#4EssayResults</p>	<p>08/31/2012 - I have developed a list of the most common shortcomings that I will now make students aware of: 1. Thesis: avoid vague language, sweeping claims, contradictory claims, and English language errors. 2. Argument: hard to follow, haphazard, lacking in explanation; need to make the connections between information explicit; watch for contradictions. 3. Evidence: More, be more accurate, ensure alignment with argument & thesis, and explain what purpose the evidence serves.</p> <p>Action Plan Category: Develop new evaluation methods</p> <p>Follow-Up: 08/31/2012 - My verbal instructions are now more explicit and I have more examples of what to do and what not to do, to show my students. I can say with authority what the most common shortcomings are and provide at least some examples. (I still need to collect more.)</p>
	<p>CAN Dept - History - CAN HIST 422 - Modern Latin America - Mapping - SLO#4: Locate major political and geographical features of Latin America on a map, in relation to the rest of the world. (Created By CAN Dept - History)</p>	<p>Assessment Method: Mapping worksheet as part of an exam. Assessment Method Category: Exam Success Criterion: 70% or more of the students will</p>		

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		complete this assignment with a C or better.		
	CAN Dept - History - CAN HIST 451 - Far East Civ/Heritage I - Major Developments - SLO #2: Students will identify the major political, economic, social, and cultural developments occurring during the time period and at the location(s) specified by the course. (Created By CAN Dept - History)	Assessment Method: SLO #2: Embedded questions in quizzes, objective exams, or written assignments. Assessment Method Category: Exam Success Criterion: 70% of students will complete the assignment with a grade of C or better		
	CAN Dept - History - CAN HIST 451 - Far East Civ/Heritage I - Sources - SLO #3: Students will learn to distinguish between and use primary and secondary sources in written assignments, ppt presentations, oral presentations, etc. (Created By CAN Dept - History)	Assessment Method: SLO #3: Direct observation of students' application of primary and secondary sources in historical practice Assessment Method Category: Other Success Criterion: 70% of students will complete the assignment with a grade of C or better		
	CAN Dept - History - CAN HIST 452 - Far East Civ/Heritage II - Major Developments - SLO #2 Students will identify the major political, economic, social, and cultural developments occurring during the time period and at the location(s) specified by the course. (Created By CAN Dept - History)	Assessment Method: SLO #2 Embedded questions in quizzes, objective exams, or written assignments. Assessment Method Category: Exam Success Criterion: 70% of students will complete the course with a grade of C or better	12/19/2012 - Only 11 students completed the multiple choice and essay exam. The results are as follows: A = 4 students B = 6 students C = 1 students D = 0 students F = 0 students All 11 students passed the exam (100%) with at least a C; no students earned a grade below passing.	12/19/2012 - Continue using the exam to assess students' learning Action Plan Category: Conduct Further Assessment

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			<p>Result Type: Criterion met</p> <p>Reporting Cycle: 2012 - 2013</p>	
	<p>CAN Dept - History - CAN HIST 452 - Far East Civ/Heritage II - Sources - SLO #3 Students will learn to distinguish between and use primary and secondary sources in written assignments, ppt presentations, oral presentations, etc. (Created By CAN Dept - History)</p>	<p>Assessment Method: SLO #3 Direct observation of students' application of primary and secondary sources in historical practice-- assessment via written work, ppt presentations, oral presentations, etc.</p> <p>Assessment Method Category: Other</p> <p>Success Criterion: 70% of students will complete the course with a grade of C or better</p>	<p>12/19/2012 - All essay exams required research from primary and secondary sources. 11 students completed the essay exam. The results are as follows: A = 4 students B = 6 students C = 1 students D = 0 students F = 0 students</p> <p>All 11 students passed the exam (100%) with at least a C; no students earned less than a passing grade.</p> <p>Result Type: Criterion met</p> <p>Reporting Cycle: 2012 - 2013</p>	<p>12/19/2012 - Continue using the exam to assess students' learning.</p> <p>Action Plan Category: Conduct Further Assessment</p>
	<p>CAN Dept - History - CAN HIST 455 - Middle Eastern History - Major Developments - SLO #1: Identify and describe the major political, economic, social and cultural developments in Middle Eastern history. (Created By CAN Dept - History)</p>	<p>Assessment Method: Essay Question: "Today there is no Ottoman Empire. Why? What happened to in the 19th century? What attempts to compete with Europe were undertaken and how did they fail?"</p> <p>Assessment Method Category: Essay</p> <p>Success Criterion: 70% of students will complete the essay with a grade of "C" or better.</p>	<p>03/09/2014 - Received an A - 33% Received a B - 39% Received a C - 11% Received a D - 11% The Essay was effective - the first half of the course demands that students understand the rise and fall of the Ottoman Empire, and this midterm essay demonstrates that understanding.</p> <p>Result Type: Criterion met</p> <p>Reporting Cycle: 2013 - 2014</p>	<p>03/09/2014 - I intend to make the question even more clear and concise in order to avoid confusion on the part of students who write beyond the bounds of the intended question.</p> <p>Action Plan Category: Other</p> <p>Follow-Up: 03/09/2014 - Spring 2014: the question was rewritten.</p>

SLO	Course Outcomes	Means of Assessment & Success Criteria / Tasks	Results	Action & Follow-Up
	CAN Dept - History - CAN HIST 455 - Middle Eastern History - Sources - SLO #2: Distinguish between, and use, both primary and secondary historical sources in Middle East history. (Created By CAN Dept - History)	Assessment Method: SLO #3 Direct observation of students' application of primary and secondary sources in historical practice-- assessment via written work, ppt presentations, oral presentations, etc. Assessment Method Category: Other Success Criterion: 70% of students will complete the course with a grade of C or better		

SLO	Course Outcomes	Means of Assessment & Success Criteria / Tasks	Results	Action & Follow-Up
Students will be able to analyze social science concepts and theories.	CAN Dept - History - CAN HIST 100 - History Western Civ I - Major Developments - SLO #1: Students will identify the major political, economic, social, and cultural developments in Western Civilization to the fall of Rome. (Created By CAN Dept - History)	Assessment Method: Embedded questions in quizzes, objective exams, or written assignments. Assessment Method Category: Exam Success Criterion: 70% of students will complete the assignment with a grade of C or better		
	CAN Dept - History - CAN HIST 100 - History Western Civ I - Acient Greece contributions - SLO#3: Students will be able to identify the contributions of ancient Greece to Western Civilization and assess their	Assessment Method: Multiple choice exam questions Assessment Method Category: Exam	05/30/2012 - 80% of the students earned a C or higher on this assignment; 20% either earned a D or an F. Result Type: Criterion met	05/31/2012 - After examining the results from Fall 2011 and Spring 2012, I have decided to analyze the test questions in the Fall 2013 when I teach the course again (due to schedule rotations and resources).

SLO	Course Outcomes	Means of Assessment & Success Criteria / Tasks	Results	Action & Follow-Up
	significance in western society. (Created By CAN Dept - History)	Success Criterion: Success Criterion: 70% of students successfully answer the specified questions.	Reporting Cycle: 2011 - 2012 12/20/2011 - 87% of the students earned a 70% or better on the exam; 13% failed Result Type: Criterion met Reporting Cycle: 2011 - 2012	Action Plan Category: Conduct Further Assessment <hr/> Action Plan Category: Conduct Further Assessment
	CAN Dept - History - CAN HIST 101 - History Western Civ II - Absolutism & Constitutionalism - SLO#1: Students will be able analyze the importance of the French Revolution on the trajectory of French and European history (Created By CAN Dept - History)	Assessment Method: Multiple choice exam questions Assessment Method Category: Exam Success Criterion: Success Criterion: 70% of students successfully answer the specified questions.	05/30/2012 - Spring 2012- SLO1: Hist 101 AA 100% succeeded Result Type: Criterion met Reporting Cycle: 2011 - 2012	07/18/2012 - I am pleased that 100% of my students completed the exam successfully. I believe that this exam is an excellent tool for measuring students' understanding of this SLO which focuses on causes and impacts of the Industrial Revolution. Coupled with my other classes, I am interested in examining the effectiveness of each exam question. Further planning and analysis is needed. Action Plan Category: Conduct Further Assessment
			03/06/2012 - Fall 2011 Hist 101 80% succeeded; 20% failed. Result Type:	04/25/2012 - I am pleased that 80% of my students completed the exam successfully. I believe that this exam is an excellent tool for measuring students'

SLO	Course Outcomes	Means of Assessment & Success Criteria / Tasks	Results	Action & Follow-Up
			<p>Criterion met</p> <p>Reporting Cycle: 2011 - 2012</p>	<p>understanding of this SLO which focuses on causes and impacts of the Industrial Revolution. I would like to compare students' scores over several semesters to see if they are as high as they were this semester. Further analysis is needed.</p> <p>Action Plan Category: Conduct Further Assessment</p>
	<p>CAN Dept - History - CAN HIST 104 - World History I</p> <p>- Sources - SLO #1: Students will distinguish between, analyze and use both primary and secondary historical sources in world history to 1500. (Created By CAN Dept - History)</p>	<p>Assessment Method: Written Homework: Students will demonstrate their proficiency in a reading response assignment.</p> <p>Assessment Method Category: Other</p> <p>Success Criterion: 70% of students will complete the assignment with a grade of C or better.</p>		
	<p>CAN Dept - History - CAN HIST 104 - World History I</p> <p>- Growth - SLO #3: Compare and contrast the growth of political, economic, religions, and cultural institutions among human societies. (Created By CAN Dept - History)</p>	<p>Assessment Method: Essay question on the final exam.</p> <p>Assessment Method Category: Exam</p> <p>Success Criterion: 70% of students will answer the questions correctly; 70% of students will earn a 70% or above on the essay exam.</p>	<p>08/31/2012 - 28 students completed the exam. Of those, 25 succeeded in earning a "C" or better on the essay question: 5)</p> <p>How did global trade networks change after 1470? Why did Europeans achieve such dramatic success in the Americas? How did the rest of the world benefit and lose? What is the interrelationship between sugar and slavery? Why did much of the gold and silver of the Americas wind up in Asia? Why was this not as beneficial as one might think for Asia?</p> <p>A's = 12 B's = 10</p>	

SLO	Course Outcomes	Means of Assessment & Success Criteria / Tasks	Results	Action & Follow-Up
			C's = 3 D's = 0 F's = 3 - Haine Result Type: Criterion met Reporting Cycle: 2011 - 2012	
	CAN Dept - History - CAN HIST 104 - World History I - Essay - SLO #4: Develop an informed point of view and reason-based argument that is well supported by historical evidence and examples from HIST 104. (Created By CAN Dept - History)	Assessment Method: Take-home essay. Assessment Method Category: Essay Success Criterion: 75% of all students earn a "C" or better. Related Documents: SLO#4EssayAssignment	08/31/2012 - 31 out of 37 students (84%) earned a grade of "C" or better. Overall they did very well. I am assessing this SLO because I am working to refine the directions that I give students for essay-writing assignments to include very explicit instructions regarding what makes an effective essay for history: thesis, argument and evidence. Result Type: Criterion met Reporting Cycle: 2011 - 2012 Related Documents: SLO#4EssayResults	08/31/2012 - As a result of this assessment, I will better explain to students the details regarding how to craft an essay for history / social science classes. I do need to continue to collect more examples of what to do / what not to do. I would also like to work towards developing a more detailed and effective rubric based on the combined results for all my classes this semester. Action Plan Category: Develop new evaluation methods Follow-Up: 08/31/2012 - I have incorporated more specific verbal and written instructions. Still need to work on the rubric.
	CAN Dept - History - CAN HIST 106 - World History II - Sources - SLO #1: Distinguish between, analyze and use both primary and secondary historical sources in world history after 1500. (Created By CAN Dept - History)	Assessment Method: Questions embedded in an Exam. Assessment Method Category: Exam Success Criterion: At least 75% of students will answer the questions correctly.	01/07/2013 - 33 students completed this exam (#4); of those 28 (85%) earned full credit for question #2 (defining primary source & explaining how it differs from a secondary source). 27 (83%) earned full credit for question #3 (applying the definition to an example). Overall I am	01/07/2013 - The only action item is to add a question to the Pre-test at the beginning of the semester -- in order to know with certainty whether or not this is a concept that the students are aware of as they enter into the class.

SLO	Course Outcomes	Means of Assessment & Success Criteria / Tasks	Results	Action & Follow-Up
			<p>very pleased with the results. We did a lot more with primary sources this semester than in previous semesters and I think that is reflected in students' strong performance on this exam.</p> <p>Result Type: Criterion met</p> <p>Reporting Cycle: 2012 - 2013</p>	<p>Action Plan Category: Develop new evaluation methods</p>
	<p>CAN Dept - History - CAN HIST 106 - World History II - Major Empires - SLO #2: Explain and analyze the evolution of the world's major empires during the early modern era. (Created By CAN Dept - History)</p>	<p>Assessment Method: Worksheet</p> <p>Assessment Method Category: Other</p> <p>Success Criterion: 75% of students will complete the worksheet with a grade of C or better.</p>	<p>12/16/2011 - 76% of the students completed the worksheet with a grade of C or better.</p> <p>Result Type: Criterion met</p> <p>Reporting Cycle: 2011 - 2012</p> <p>Related Documents: 106SLOMajorEmpiresChart</p>	<p>12/16/2011 - Technically, the criteria were met, but I would like to see many more students succeed in this assignment. Many of the students' responses were quite brief, lacking the kind of detail and development that I would like to see for this kind of an assignment. As a result, I will adjust the assignment in several minor ways. First, I will give the students more space on the worksheet to respond. Second, I will make it more clear that they will be expected to cite specific evidence. Again, I think explicit instructions are key.</p> <p>Action Plan Category: Use New or Revised Teaching methods</p> <p>Follow-Up: 03/06/2012 - I have changed the worksheet for Fall 2012 to allow for more space for the students to respond and also to explain how important the details are for understanding and explaining the changes that occurred over time.</p>

SLO	Course Outcomes	Means of Assessment & Success Criteria / Tasks	Results	Action & Follow-Up
	<p>CAN Dept - History - CAN HIST 106 - World History II - Rise of West - SLO #3: Explain the rise of the West within the larger context of global development. (Created By CAN Dept - History)</p>	<p>Assessment Method: Questions embedded in midterm and final exams. Assessment Method Category: Exam Success Criterion: 70% of students will answer the questions correctly, earning a grade of C or better.</p>	<p>09/24/2012 - HIST 106 OLH- SP12- 82 % earned a grade of "C" or better. 18 % did not. Result Type: Criterion met Reporting Cycle: 2011 - 2012</p> <hr/> <p>09/17/2012 - Fall 2011 - course not offered</p> <p>HIST 106 OLH CRN: 42845 Spring 2012 Results: Haine SLO2: 81.8 % passed, 18.2 % failed Result Type: Criterion met Reporting Cycle: 2011 - 2012</p>	
	<p>CAN Dept - History - CAN HIST 201 - U.S. History through 1877 - Sources - SLO #1: Distinguish between and use both primary and secondary sources in the history of the United States through 1877. (Created By CAN Dept - History)</p>	<p>Assessment Method: SLO #1: Test questions embedded in the exam Assessment Method Category: Exam Success Criterion: 75% of students will successfully answer the questions</p>	<p>01/07/2013 - Of the students who took Exam #3 in 201 LA, 88% answered the questions 100% correctly (22/25). Missed responses: 1 had trouble applying the definition (this student could not identify an example); 1 had it backwards (primary vs. secondary); 1 was not specific (did not provide an accurate example).</p> <p>Of the students who took Exam #3 in 201 AA, 78% (24/31) earned full credit for their correct response to the questions -- #1 (a) and (b). Of those who did not receive full credit, four had trouble applying what they had learned (they did not identify an example); two</p>	<p>01/07/2013 - Students were extremely successful. However, in the future (beginning SP13), I would like to include these questions on a pre-test in order to identify whether or not this is something that students already knew.</p> <hr/> <p>Action Plan Category: Develop new evaluation methods</p>

SLO	Course Outcomes	Means of Assessment & Success Criteria / Tasks	Results	Action & Follow-Up
			<p>wrote that primary sources are more "factual" or "reliable;" and one response was too narrow (they did not express a sense of the range of materials that historians rely on).</p> <p>Result Type: Criterion met</p> <p>Reporting Cycle: 2012 - 2013</p> <p>Related Documents: Exam #3</p>	
	<p>CAN Dept - History - CAN HIST 201 - U.S. History through 1877 - U.S. Constitution - SLO #2: Analyze and interpret the U.S. Constitution, specifically: Who is in charge of the executive, legislative, and judicial branches? Who makes the laws, enforces the laws, and interprets those laws? (Created By CAN Dept - History)</p>	<p>Assessment Method: Question embedded in an exam.</p> <p>Assessment Method Category: Exam</p> <p>Success Criterion: 70% of students succeed in answering the questions correctly.</p>	<p>05/24/2013 - 13 out of 38 students got the question right; 34% of the students completed the assessment correctly.</p> <p>Result Type: Criterion not met</p> <p>Reporting Cycle: 2012 - 2013</p>	<p>05/24/2013 - Edit my lecture to more strongly emphasize the powers of the Vice-President and his role in casting a tie-breaking vote. I will be able to take this follow up action in Fall, 2013 when I issue this quiz question again.</p> <p>Action Plan Category: Use New or Revised Teaching methods</p>
	<p>CAN Dept - History - CAN HIST 201 - U.S. History through 1877 - Revolution-impact-creation - SLO #3: Identify the causes of the American Revolution and assess their impact on the creation of the United States. (Created By CAN Dept - History)</p>	<p>Assessment Method: Multiple choice exam questions</p> <p>Assessment Method Category: Exam</p> <p>Success Criterion: 70% of students successfully answer the specified questions.</p>	<p>05/30/2012 - Spring 2012: 72% succeeded; 28% failed</p> <p>Result Type: Criterion met</p> <p>Reporting Cycle: 2011 - 2012</p>	<p>07/18/2012 - Although the criterion was met, I would like to identify which questions the 28% answered incorrectly to see if there is patterned among those who failed (i.e., did they miss the same questions?). This will enable me to reflect upon my instruction as it relates to the content in order to improve students' success rates. Further reflection and planning on this process is needed.</p>

SLO	Course Outcomes	Means of Assessment & Success Criteria / Tasks	Results	Action & Follow-Up
			<p>03/06/2012 - Fall 2011 Hist 201 AA 67% succeeded; 33% failed. Hist 201 AB 71% succeeded; 29% failed</p> <p>Result Type: Inconclusive</p> <p>Reporting Cycle: 2011 - 2012</p>	<p>Action Plan Category: Conduct Further Assessment</p> <hr/> <p>12/20/2011 - One section fell below the 70% success rate (67%), while the other section was slightly above it (71%). This exam was administered relatively early in the semester when students are still learning to take college level exams. Therefore, the average success rates may suggest that students are still settling into the college atmosphere, and further time is needed for them to develop the skills necessary to successfully perform at the college level. Further analysis is needed.</p> <p>Action Plan Category: Conduct Further Assessment</p>
	<p>CAN Dept - History - CAN HIST 202 - U.S. History from 1877 to the present - Diverse perspectives - SLO #2: Compare and contrast the varied experiences and perspectives of diverse groups or individuals in American history. (Created By CAN Dept - History)</p>	<p>Assessment Method: Written homework analyzing primary sources produced by American Indians and Anglo American reformers.</p> <p>Assessment Method Category: Other</p> <p>Success Criterion: 70% of the students will successfully compare and contrast the perspectives described in the documents.</p>	<p>05/24/2013 - 29 out of 36 students, approximately 81%, completed this assignment successfully. Of those that did not, the most common obstacle seemed to be their failure to understand how to decode the organization of the book, a primary source reader.</p> <p>Result Type: Criterion met</p> <p>Reporting Cycle: 2012 - 2013</p>	<p>05/24/2013 - Start this assignment in-class together, in order to ensure that students can successfully navigate the "Reader" format.</p> <p>Action Plan Category: Use New or Revised Teaching methods</p>
	<p>CAN Dept - History - CAN HIST 202 - U.S. History from 1877 to the present - Industrial Revolution: causes; impacts - SLO #3: Students will be able to identify</p>			

SLO	Course Outcomes	Means of Assessment & Success Criteria / Tasks	Results	Action & Follow-Up
	<p>the causes of the Industrial Revolution and assess the impacts of the Industrial Revolution on American society. (Created By CAN Dept - History)</p>	<p>Assessment Method: Multiple choice exam questions. Assessment Method Category: Exam Success Criterion: 70% of students successfully answer the specified questions.</p>	<p>05/30/2012 - Spring 2012 Hist 202 AA 96% succeeded; 4% failed Hist 202 AB 92% succeeded; 8% failed Result Type: Criterion met Reporting Cycle: 2011 - 2012</p> <hr/> <p>12/20/2011 - Fall 2011 Hist 202 AA 80% succeeded; 20% failed. Result Type: Criterion met Reporting Cycle: 2011 - 2012</p>	<p>07/18/2012 - I am pleased that 96% of my students completed the exam successfully. I believe that this exam is an excellent tool for measuring students' understanding of this SLO which focuses on causes and impacts of the Industrial Revolution. Coupled with my other classes, I am interested in examining the effectiveness of each exam question. Further planning and analysis is needed.</p> <p>Action Plan Category: Conduct Further Assessment</p> <hr/> <p>07/18/2012 - I am pleased that 80% of my students completed the exam successfully. I believe that this exam is an excellent tool for measuring students' understanding of this SLO which focuses on causes and impacts of the Industrial Revolution. I would like to compare students' scores over several semesters to see if they are as good as they were this semester. Further analysis is needed.</p> <p>Action Plan Category: Conduct Further Assessment</p>
	<p>CAN Dept - History - CAN HIST 242 - African-American US History - Major Developments - SLO #1: Identify and describe the major political, economic, social and cultural developments in African American history. (Created By CAN Dept - History)</p>	<p>Assessment Method: SLO #1: Embedded questions in quizzes, objective exams, or written assignments. Assessment Method Category: Exam Success Criterion: 70% of students will complete the assignment with a grade of C or better</p>		

SLO	Course Outcomes	Means of Assessment & Success Criteria / Tasks	Results	Action & Follow-Up
	<p>CAN Dept - History - CAN HIST 245 - Race, Ethnicity and Immigration - Sources - SLO #1: Distinguish between, analyze and use both primary and secondary historical sources in the history of race, ethnicity and immigration in the U.S. (Created By CAN Dept - History)</p>	<p>Assessment Method: Embedded question in Exam. Assessment Method Category: Exam Success Criterion: 75% of students will earn at least 2.5 / 3 points for their response to the question.</p>	<p>01/07/2013 - 30 students took the Exam (#3) and of those, 25 (83%) earned 2.5-3.0 points / 3.0 for their response to the question (#2). Overall, they were successful, but not as successful as the U.S. History students, who were required to incorporate primary sources into a research project. Result Type: Criterion met Reporting Cycle: 2012 - 2013</p>	<p>01/07/2013 - The criterion were met, however, I will add at least 2 more primary source documents to this class for SP 2013. Action Plan Category: Use New or Revised Teaching methods</p>
	<p>CAN Dept - History - CAN HIST 245 - Race, Ethnicity and Immigration - Define & Explain - SLO #2: Define race and ethnicity and explain their significance as historical, mutable concepts. (Created By CAN Dept - History)</p>	<p>Assessment Method: Essay Assessment Method Category: Essay Success Criterion: 75% of students will complete the essay with a grade of C or better.</p>	<p>12/16/2011 - 90% of the students earned a grade of C or better. Overall, they did very well on this essay and they demonstrated their understanding of race as a historical, mutable idea. Result Type: Criterion met Reporting Cycle: 2011 - 2012 Related Documents: 245SLO4EssayRubric</p>	<p>01/12/2012 - Some of the students had a very strong definition and an adequate explanation of the historical import of race. Others, did the opposite. As a result, I am making some minor changes to the Directions I provide in the assignment, explicitly telling the students that they should balance their essay 50/50 on definition/history. Action Plan Category: Other Follow-Up: 03/06/2012 - I have changed the directions on the essay assignment sheet to explicitly reflect my expectations for content.</p>

SLO	Course Outcomes	Means of Assessment & Success Criteria / Tasks	Results	Action & Follow-Up
		<p>Assessment Method: Questions embedded on Final Exam: 1. What is race and how important is it to the U.S. today? 2. How has your answer to #1 changed as a result of taking this class?</p> <p>Assessment Method Category: Exam</p> <p>Success Criterion: 75% of students earn at least 13 out of 15 points.</p>	<p>03/09/2014 - More than 90% of the students earned at least 13 points. I expected high success rates, since we have spent the entire semester exploring the significance of race. I think it was particularly helpful to read a series of articles about the current impacts of race, and racial differences, when it comes to the criminal justice system, education system and popular media and television news. These articles really resonated with the students.</p> <p>I think these questions were perhaps too open-ended and "easy." I would like to consider using a different assessment -- something more specific and nuanced.</p> <p>Result Type: Criterion met</p> <p>Reporting Cycle: 2013 - 2014</p>	<p>03/09/2014 - Write new questions to try to engender better, more detailed and specific responses.</p> <p>Action Plan Category: Conduct Further Assessment</p>
	<p>CAN Dept - History - CAN HIST 246 - History of Latinos in the U.S. - Sources - SLO #2: Students will distinguish between, analyze and use both primary and secondary historical sources in Latino history in the U.S. (Created By CAN Dept - History)</p>	<p>Assessment Method: SLO #3 Direct observation of students' application of primary and secondary sources in historical practice</p> <p>Assessment Method Category: Other</p> <p>Success Criterion: 70% of students will complete the assignment with a grade of C or better</p>		
	<p>CAN Dept - History - CAN HIST 247 - Women in U.S. History - Gender - SLO #3: Define gender and explain its significance in determining human experiences in the past. (Created By CAN Dept - History)</p>	<p>Assessment Method: Written reading response (homework assignment)</p> <p>Assessment Method Category: Exam</p>		

SLO	Course Outcomes	Means of Assessment & Success Criteria / Tasks	Results	Action & Follow-Up
		<p>Success Criterion: 70% or more of the students will successfully explain the impacts of gender in their written work.</p>		
	<p>CAN Dept - History - CAN HIST 451 - Far East Civ/Heritage I - Major Developments - SLO #2: Students will identify the major political, economic, social, and cultural developments occurring during the time period and at the location(s) specified by the course. (Created By CAN Dept - History)</p>	<p>Assessment Method: SLO #2: Embedded questions in quizzes, objective exams, or written assignments. Assessment Method Category: Exam Success Criterion: 70% of students will complete the assignment with a grade of C or better</p>		
	<p>CAN Dept - History - CAN HIST 452 - Far East Civ/Heritage II - Major Developments - SLO #2 Students will identify the major political, economic, social, and cultural developments occurring during the time period and at the location(s) specified by the course. (Created By CAN Dept - History)</p>	<p>Assessment Method: SLO #2 Embedded questions in quizzes, objective exams, or written assignments. Assessment Method Category: Exam Success Criterion: 70% of students will complete the course with a grade of C or better</p>	<p>12/19/2012 - Only 11 students completed the multiple choice and essay exam. The results are as follows: A = 4 students B = 6 students C = 1 students D = 0 students F = 0 students All 11 students passed the exam (100%) with at least a C; no students earned a grade below passing.</p> <p>Result Type: Criterion met Reporting Cycle: 2012 - 2013</p>	<p>12/19/2012 - Continue using the exam to assess students' learning</p> <p>Action Plan Category: Conduct Further Assessment</p>
	<p>CAN Dept - History - CAN HIST 455 - Middle Eastern History</p>			

SLO	Course Outcomes	Means of Assessment & Success Criteria / Tasks	Results	Action & Follow-Up
	- Major Developments - SLO #1: Identify and describe the major political, economic, social and cultural developments in Middle Eastern history. (Created By CAN Dept - History)	Assessment Method: Essay Question: "Today there is no Ottoman Empire. Why? What happened to in the 19th century? What attempts to compete with Europe were undertaken and how did they fail?" Assessment Method Category: Essay Success Criterion: 70% of students will complete the essay with a grade of "C" or better.	03/09/2014 - Received an A - 33% Received a B - 39% Received a C - 11% Received a D - 11% The Essay was effective - the first half of the course demands that students understand the rise and fall of the Ottoman Empire, and this midterm essay demonstrates that understanding. Result Type: Criterion met Reporting Cycle: 2013 - 2014	03/09/2014 - I intend to make the question even more clear and concise in order to avoid confusion on the part of students who write beyond the bounds of the intended question. Action Plan Category: Other Follow-Up: 03/09/2014 - Spring 2014: the question was rewritten.

SLO	Course Outcomes	Means of Assessment & Success Criteria / Tasks	Results	Action & Follow-Up
Students will be able to evaluate diverse viewpoints related to the human experience.	CAN Dept - History - CAN HIST 100 - History Western Civ I - Major Developments - SLO #1: Students will identify the major political, economic, social, and cultural developments in Western Civilization to the fall of Rome. (Created By CAN Dept - History)	Assessment Method: Embedded questions in quizzes, objective exams, or written assignments. Assessment Method Category: Exam Success Criterion: 70% of students will complete the assignment with a grade of C or better		
	CAN Dept - History - CAN HIST 100 - History Western Civ I - Ancient Greece contributions - SLO#3: Students will be able to identify the contributions of ancient Greece to Western Civilization and assess their significance in western society. (Created By CAN Dept - History)	Assessment Method: Multiple choice exam questions Assessment Method Category: Exam Success Criterion: Success Criterion: 70% of students successfully answer the specified questions.	05/30/2012 - 80% of the students earned a C or higher on this assignment; 20% either earned a D or an F. Result Type: Criterion met Reporting Cycle: 2011 - 2012	05/31/2012 - After examining the results from Fall 2011 and Spring 2012, I have decided to analyze the test questions in the Fall 2013 when I teach the course again (due to schedule rotations and resources). Action Plan Category: Conduct Further Assessment

SLO	Course Outcomes	Means of Assessment & Success Criteria / Tasks	Results	Action & Follow-Up
			<p>12/20/2011 - 87% of the students earned a 70% or better on the exam; 13% failed</p> <p>Result Type: Criterion met</p> <p>Reporting Cycle: 2011 - 2012</p>	<p>12/20/2011 - Although the 70% criterion was met, I would like to identify which questions the 13% answered incorrectly to see if there is patterned among those who failed (i.e., did they miss the same questions?). This will enable me to reflect upon my instruction as it relates to the content in order to improve students' success rates. Further reflection on this process is needed.</p> <p>Action Plan Category: Conduct Further Assessment</p>
	<p>CAN Dept - History - CAN HIST 101 - History Western Civ II - Absolutism & Constitutionalism - SLO#1: Students will be able analyze the importance of the French Revolution on the trajectory of French and European history (Created By CAN Dept - History)</p>	<p>Assessment Method: Multiple choice exam questions</p> <p>Assessment Method Category: Exam</p> <p>Success Criterion: Success Criterion: 70% of students successfully answer the specified questions.</p>	<p>05/30/2012 - Spring 2012- SLO1: Hist 101 AA 100% succeeded</p> <p>Result Type: Criterion met</p> <p>Reporting Cycle: 2011 - 2012</p>	<p>07/18/2012 - I am pleased that 100% of my students completed the exam successfully. I believe that this exam is an excellent tool for measuring students' understanding of this SLO which focuses on causes and impacts of the Industrial Revolution. Coupled with my other classes, I am interested in examining the effectiveness of each exam question. Further planning and analysis is needed.</p> <p>Action Plan Category: Conduct Further Assessment</p>
			<p>03/06/2012 - Fall 2011 Hist 101 80% succeeded; 20% failed.</p> <p>Result Type: Criterion met</p> <p>Reporting Cycle: 2011 - 2012</p>	<p>04/25/2012 - I am pleased that 80% of my students completed the exam successfully. I believe that this exam is an excellent tool for measuring students' understanding of this SLO which focuses on causes and impacts of the Industrial Revolution. I would like to compare students' scores over several</p>

SLO	Course Outcomes	Means of Assessment & Success Criteria / Tasks	Results	Action & Follow-Up
				<p>semesters to see if they are as high as they were this semester. Further analysis is needed.</p> <p>Action Plan Category: Conduct Further Assessment</p>
	<p>CAN Dept - History - CAN HIST 104 - World History I - Sources - SLO #1: Students will distinguish between, analyze and use both primary and secondary historical sources in world history to 1500. (Created By CAN Dept - History)</p>	<p>Assessment Method: Written Homework: Students will demonstrate their proficiency in a reading response assignment. Assessment Method Category: Other Success Criterion: 70% of students will complete the assignment with a grade of C or better.</p>		
	<p>CAN Dept - History - CAN HIST 104 - World History I - Societies - SLO #2: Explain the growth of significant complex societies from prehistory to 1550 in diverse settings across the world. (Created By CAN Dept - History)</p>	<p>Assessment Method: Essay question as part of a midterm exam. Assessment Method Category: Exam Success Criterion: At least 70% of students will answer the questions correctly.</p>	<p>08/31/2012 - 31 students completed the essay: How did social structures--that is the division of labor between social classes and genders--differ between the civilizations we have explored? What societies were the most innovative in religion, technology, the economy, politics, and the arts?</p> <p>Of those, all but 1 passed with a grade of "C" (70%) or better. There were 8 "As", 17 "Bs", 5 "Cs" and one "D". Haime.</p> <p>Result Type: Criterion met Reporting Cycle: 2011 - 2012</p>	

SLO	Course Outcomes	Means of Assessment & Success Criteria / Tasks	Results	Action & Follow-Up
	<p>CAN Dept - History - CAN HIST 104 - World History I - Growth - SLO #3: Compare and contrast the growth of political, economic, religions, and cultural institutions among human societies. (Created By CAN Dept - History)</p>	<p>Assessment Method: Essay question on the final exam. Assessment Method Category: Exam Success Criterion: 70% of students will answer the questions correctly; 70% of students will earn a 70% or above on the essay exam.</p>	<p>08/31/2012 - 28 students completed the exam. Of those, 25 succeeded in earning a "C" or better on the essay question: 5) How did global trade networks change after 1470? Why did Europeans achieve such dramatic success in the Americas? How did the rest of the world benefit and lose? What is the interrelationship between sugar and slavery? Why did much of the gold and silver of the Americas wind up in Asia? Why was this not as beneficial as one might think for Asia? A's = 12 B's = 10 C's = 3 D's = 0 F's = 3 - Haine Result Type: Criterion met Reporting Cycle: 2011 - 2012</p>	
	<p>CAN Dept - History - CAN HIST 104 - World History I - Essay - SLO #4: Develop an informed point of view and reason-based argument that is well supported by historical evidence and examples from HIST 104. (Created By CAN Dept - History)</p>	<p>Assessment Method: Take-home essay. Assessment Method Category: Essay Success Criterion: 75% of all students earn a "C" or better. Related Documents: SLO#4EssayAssignment</p>	<p>08/31/2012 - 31 out of 37 students (84%) earned a grade of "C" or better. Overall they did very well. I am assessing this SLO because I am working to refine the directions that I give students for essay-writing assignments to include very explicit instructions regarding what makes an effective essay for history: thesis, argument and evidence. Result Type: Criterion met</p>	<p>08/31/2012 - As a result of this assessment, I will better explain to students the details regarding how to craft an essay for history / social science classes. I do need to continue to collect more examples of what to do / what not to do. I would also like to work towards developing a more detailed and effective rubric based on the combined results for all my classes this semester.</p>

SLO	Course Outcomes	Means of Assessment & Success Criteria / Tasks	Results	Action & Follow-Up
			<p>Reporting Cycle: 2011 - 2012</p> <p>Related Documents: SLO#4EssayResults</p>	<p>Action Plan Category: Develop new evaluation methods</p> <p>Follow-Up: 08/31/2012 - I have incorporated more specific verbal and written instructions. Still need to work on the rubric.</p>
	<p>CAN Dept - History - CAN HIST 106 - World History II - Major Empires - SLO #2: Explain and analyze the evolution of the world's major empires during the early modern era. (Created By CAN Dept - History)</p>	<p>Assessment Method: Worksheet</p> <p>Assessment Method Category: Other</p> <p>Success Criterion: 75% of students will complete the worksheet with a grade of C or better.</p>	<p>12/16/2011 - 76% of the students completed the worksheet with a grade of C or better.</p> <p>Result Type: Criterion met</p> <p>Reporting Cycle: 2011 - 2012</p> <p>Related Documents: 106SLOMajorEmpiresChart</p>	<p>12/16/2011 - Technically, the criteria were met, but I would like to see many more students succeed in this assignment. Many of the students' responses were quite brief, lacking the kind of detail and development that I would like to see for this kind of an assignment. As a result, I will adjust the assignment in several minor ways. First, I will give the students more space on the worksheet to respond. Second, I will make it more clear that they will be expected to cite specific evidence. Again, I think explicit instructions are key.</p> <p>Action Plan Category: Use New or Revised Teaching methods</p> <p>Follow-Up: 03/06/2012 - I have changed the worksheet for Fall 2012 to allow for more space for the students to respond and also to explain how important the details are for understanding and explaining the changes that occurred over time.</p>

SLO	Course Outcomes	Means of Assessment & Success Criteria / Tasks	Results	Action & Follow-Up
	<p>CAN Dept - History - CAN HIST 106 - World History II - Rise of West - SLO #3: Explain the rise of the West within the larger context of global development. (Created By CAN Dept - History)</p>	<p>Assessment Method: Questions embedded in midterm and final exams. Assessment Method Category: Exam Success Criterion: 70% of students will answer the questions correctly, earning a grade of C or better.</p>	<p>09/24/2012 - HIST 106 OLH- SP12- 82 % earned a grade of "C" or better. 18 % did not. Result Type: Criterion met Reporting Cycle: 2011 - 2012</p> <hr/> <p>09/17/2012 - Fall 2011 - course not offered</p> <p>HIST 106 OLH CRN: 42845 Spring 2012 Results: Haine SLO2: 81.8 % passed, 18.2 % failed Result Type: Criterion met Reporting Cycle: 2011 - 2012</p>	
	<p>CAN Dept - History - CAN HIST 202 - U.S. History from 1877 to the present - Diverse perspectives - SLO #2: Compare and contrast the varied experiences and perspectives of diverse groups or individuals in American history. (Created By CAN Dept - History)</p>	<p>Assessment Method: Written homework analyzing primary sources produced by American Indians and Anglo American reformers. Assessment Method Category: Other Success Criterion: 70% of the students will successfully compare and contrast the perspectives described in the documents.</p>	<p>05/24/2013 - 29 out of 36 students, approximately 81%, completed this assignment successfully. Of those that did not, the most common obstacle seemed to be their failure to understand how to decode the organization of the book, a primary source reader. Result Type: Criterion met Reporting Cycle: 2012 - 2013</p>	<p>05/24/2013 - Start this assignment in-class together, in order to ensure that students can successfully navigate the "Reader" format. Action Plan Category: Use New or Revised Teaching methods</p>
	<p>CAN Dept - History - CAN HIST 202 - U.S. History from 1877 to the present - Industrial Revolution: causes; impacts - SLO #3: Students will be able to identify the causes of the Industrial Revolution and assess the impacts of the Industrial Revolution on American society.</p>	<p>Assessment Method: Multiple choice exam questions. Assessment Method Category: Exam Success Criterion: 70% of students successfully answer the</p>	<p>05/30/2012 - Spring 2012 Hist 202 AA 96% succeeded; 4% failed Hist 202 AB 92% succeeded; 8% failed Result Type: Criterion met Reporting Cycle:</p>	<p>07/18/2012 - I am pleased that 96% of my students completed the exam successfully. I believe that this exam is an excellent tool for measuring students' understanding of this SLO which focuses on causes and impacts of the</p>

SLO	Course Outcomes	Means of Assessment & Success Criteria / Tasks	Results	Action & Follow-Up
	(Created By CAN Dept - History)	specified questions.	2011 - 2012	<p>Industrial Revolution. Coupled with my other classes, I am interested in examining the effectiveness of each exam question. Further planning and analysis is needed.</p> <p>Action Plan Category: Conduct Further Assessment</p> <hr/> <p>12/20/2011 - Fall 2011 Hist 202 AA 80% succeeded; 20% failed.</p> <p>Result Type: Criterion met Reporting Cycle: 2011 - 2012</p> <p>07/18/2012 - I am pleased that 80% of my students completed the exam successfully. I believe that this exam is an excellent tool for measuring students' understanding of this SLO which focuses on causes and impacts of the Industrial Revolution. I would like to compare students' scores over several semesters to see if they are as good as they were this semester. Further analysis is needed.</p> <p>Action Plan Category: Conduct Further Assessment</p>
	CAN Dept - History - CAN HIST 242 - African-American US History - Major Developments - SLO #1: Identify and describe the major political, economic, social and cultural developments in African American history. (Created By CAN Dept - History)	<p>Assessment Method: SLO #1: Embedded questions in quizzes, objective exams, or written assignments.</p> <p>Assessment Method Category: Exam</p> <p>Success Criterion: 70% of students will complete the assignment with a grade of C or better</p>		
	CAN Dept - History - CAN HIST 245 - Race, Ethnicity and Immigration			

SLO	Course Outcomes	Means of Assessment & Success Criteria / Tasks	Results	Action & Follow-Up
	<p>- Define & Explain - SLO #2: Define race and ethnicity and explain their significance as historical, mutable concepts. (Created By CAN Dept - History)</p>	<p>Assessment Method: Essay</p> <p>Assessment Method Category: Essay</p> <p>Success Criterion: 75% of students will complete the essay with a grade of C or better.</p>	<p>12/16/2011 - 90% of the students earned a grade of C or better. Overall, they did very well on this essay and they demonstrated their understanding of race as a historical, mutable idea.</p> <p>Result Type: Criterion met</p> <p>Reporting Cycle: 2011 - 2012</p> <p>Related Documents: 245SLO4EssayRubric</p>	<p>01/12/2012 - Some of the students had a very strong definition and an adequate explanation of the historical import of race. Others, did the opposite. As a result, I am making some minor changes to the Directions I provide in the assignment, explicitly telling the students that they should balance their essay 50/50 on definition/history.</p> <p>Action Plan Category: Other</p> <p>Follow-Up: 03/06/2012 - I have changed the directions on the essay assignment sheet to explicitly reflect my expectations for content.</p>
		<p>Assessment Method: Questions embedded on Final Exam: 1. What is race and how important is it to the U.S. today? 2. How has your answer to #1 changed as a result of taking this class?</p> <p>Assessment Method Category: Exam</p> <p>Success Criterion: 75% of students earn at least 13 out of 15 points.</p>	<p>03/09/2014 - More than 90% of the students earned at least 13 points. I expected high success rates, since we have spent the entire semester exploring the significance of race. I think it was particularly helpful to read a series of articles about the current impacts of race, and racial differences, when it comes to the criminal justice system, education system and popular media and television news. These articles really resonated with the students.</p> <p>I think these questions were perhaps too open-ended and "easy." I would like to consider using a different assessment -- something more specific and nuanced.</p> <p>Result Type: Criterion met</p> <p>Reporting Cycle: 2013 - 2014</p>	<p>03/09/2014 - Write new questions to try to engender better, more detailed and specific responses.</p> <p>Action Plan Category: Conduct Further Assessment</p>

SLO	Course Outcomes	Means of Assessment & Success Criteria / Tasks	Results	Action & Follow-Up
	<p>CAN Dept - History - CAN HIST 246 - History of Latinos in the U.S. - Compare/Contrast - SLO #1: Students will compare and contrast the experiences of various Latino peoples & communities during the post-World War II era. (Created By CAN Dept - History)</p>	<p>Assessment Method: Take-home essay. Assessment Method Category: Essay Success Criterion: 70% or more of the students will succeed in completing this assignment with a grade of "C" or better.</p>	<p>01/07/2013 - 32 out of 43 (75%) students completed this assignment with a grade of "C" or better. Nine out of 43 did not complete the essay. Overall, this assignment was very successful. Result Type: Criterion met Reporting Cycle: 2012 - 2013 Related Documents: Exam #2</p>	<p>01/07/2013 - This was a successful assignment. Perhaps, my only adjustment, might be to emphasize the importance of keeping track of dates; a significant minority of students were confused about the timing of different waves of migration. Action Plan Category: Use New or Revised Teaching methods</p>
	<p>CAN Dept - History - CAN HIST 246 - History of Latinos in the U.S. - Define - SLO #3: Students will be able to explain the the causes, course and consequences of the U.S. - Mexican War, 1846-1848. (Created By CAN Dept - History)</p>	<p>Assessment Method: Embedded questions (Midterm Exam #2). Assessment Method Category: Exam Success Criterion: 70% or more of the students will succeed in answering the embedded test questions correctly.</p>		
	<p>CAN Dept - History - CAN HIST 247 - Women in U.S. History - Gender - SLO #3: Define gender and explain its significance in determining human experiences in the past. (Created By CAN Dept - History)</p>	<p>Assessment Method: Written reading response (homework assignment) Assessment Method Category: Exam Success Criterion: 70% or more of the students will successfully explain the impacts of gender in their written work.</p>		

SLO	Course Outcomes	Means of Assessment & Success Criteria / Tasks	Results	Action & Follow-Up
	CAN Dept - History - CAN HIST 451 - Far East Civ/Heritage I - Major Developments - SLO #2: Students will identify the major political, economic, social, and cultural developments occurring during the time period and at the location(s) specified by the course. (Created By CAN Dept - History)	Assessment Method: SLO #2: Embedded questions in quizzes, objective exams, or written assignments. Assessment Method Category: Exam Success Criterion: 70% of students will complete the assignment with a grade of C or better		
	CAN Dept - History - CAN HIST 452 - Far East Civ/Heritage II - Major Developments - SLO #2 Students will identify the major political, economic, social, and cultural developments occurring during the time period and at the location(s) specified by the course. (Created By CAN Dept - History)	Assessment Method: SLO #2 Embedded questions in quizzes, objective exams, or written assignments. Assessment Method Category: Exam Success Criterion: 70% of students will complete the course with a grade of C or better	12/19/2012 - Only 11 students completed the multiple choice and essay exam. The results are as follows: A = 4 students B = 6 students C = 1 students D = 0 students F = 0 students All 11 students passed the exam (100%) with at least a C; no students earned a grade below passing. Result Type: Criterion met Reporting Cycle: 2012 - 2013	12/19/2012 - Continue using the exam to assess students' learning Action Plan Category: Conduct Further Assessment
	CAN Dept - History - CAN HIST 455 - Middle Eastern History - Major Developments - SLO #1: Identify and describe the major political, economic, social and cultural	Assessment Method: Essay Question: "Today there is no Ottoman Empire. Why? What happened to in the 19th century? What attempts to compete with Europe were undertaken	03/09/2014 - Received an A - 33% Received a B - 39% Received a C - 11% Received a D - 11% The Essay was effective - the first half of	03/09/2014 - I intend to make the question even more clear and concise in order to avoid confusion on the part of students who write beyond the bounds of the intended question.

SLO	Course Outcomes	Means of Assessment & Success Criteria / Tasks	Results	Action & Follow-Up
	developments in Middle Eastern history. (Created By CAN Dept - History)	and how did they fail?" Assessment Method Category: Essay Success Criterion: 70% of students will complete the essay with a grade of "C" or better.	the course demands that students understand the rise and fall of the Ottoman Empire, and this midterm essay demonstrates that understanding. Result Type: Criterion met Reporting Cycle: 2013 - 2014	Action Plan Category: Other Follow-Up: 03/09/2014 - Spring 2014: the question was rewritten.