

INSTRUCTIONAL COMPREHENSIVE PROGRAM PLANNING AND REVIEW (CPPR) For 2017-2018

Cluster: Humanities

Program: History

Current Academic Year: 2017-2018

Last Academic Year CPPR Completed: 2012

Current Date: 2/20/17

NARRATIVE: INSTRUCTIONAL CPPR

Please use the following narrative outline:

I. GENERAL PROGRAM INFORMATION

History of the History Program

The history program at Cuesta College began at the time of the college's founding in 1965. Frank Avila, the first chair of the social sciences division, and Cuesta Vice President, Frank Martinez, himself a former community college history instructor, hired the first history faculty, Chris Thorpe, Richard Hitchman, and Robert Evans. Each of these three history faculty served the department for over twenty-five years. During its early years the program included classes in United States history, the history of western civilization and the history of Latin America. As the program matured and the faculty expanded, a broader array of courses were offered including California History, the History of the African-American, the History of the Mexican American, the History of the Far East, and the History of the Role of Women.

Perhaps the most innovative course offered by the history department was a team-taught, interdisciplinary Humanities course that began in 1987 and ran successfully for eight years. The course was developed by Richard Hitchman (History), Dan Canney (Literature) and Bob Pelfrey (Art History), who applied for and received a National Endowment for the Humanities grant which provided for released time to create and fine-tune the course. One factor in the success of the course was that all three professors attended every class session. For their excellence in the Humanities course, sixteen students received "The Professors' Award." Their names are on two plaques in classroom 6304.

With the move to the permanent campus in the 1970s, the history department began offering classes in the forum, often accommodating over 100 students per class. The history department continues to offer many of these large lecture classes which

generate lots of student contact hours and significant revenue for the campus at large. Over the years, history faculty have expressed concerns about the educational integrity of such large lecture classes, but have worked diligently nonetheless to provide the highest quality instruction in a less than ideal environment.

The history department continues to respond to a variety of challenging issues such as expanding the diversity of our faculty; increasing course offerings to satisfy the requirements of the new Associate of Arts degree in History; as well as maintaining a reasonable ratio of full-time to part-time faculty. One particularly vexing issue is the ever-expanding body of material to cover in the survey courses, particularly the US and Western Civilization surveys.

In addition to working to promote the academic success of our students, the history faculty has consistently provided leadership on many college committees, the faculty union, and the Academic Senate. Members of the history faculty have regularly attended conferences, received sabbaticals, taken graduate courses and pursued graduate degrees; they have presented papers and have published articles and books. Several history faculty have received prestigious grants and honors for teaching excellence that highlight the skill and professionalism in the department.

A. Include significant changes/improvements since the last Program Review.

The most exciting improvement for the History Program is the new hire that will take place this spring. A new, full-time, tenure-track faculty member will join the Department. This individual will be able to increase the number of World History sections offered, and will also be able to teach one of the “regional history” courses (such as History of Latin America). There are a number of such courses that are part of the program, but that have not been offered recently due to a lack of qualified instructors.

The History Program also continues to participate in the Dual Enrollment program with Paso Robles High School. While we currently offer History 207A as a Dual Enrollment course, we hope to include History 207B in the near future.

B. List current and/or new faculty, including part-time faculty

Current full-time, tenured faculty: Lisa DeFraga, Anthony Koeninger, and Mark Weber.

Current part-time faculty: Ben Arrona, Ron Clark, Galadriel Bree Highhouse, Elena Reynolds, Elizabeth Sine, and Jonathan Wilson.

C. Describe how the Program Review was conducted and who was involved.

This Program Review was conducted by Lisa DeFraga, Anthony Koeninger, and Mark Weber. (For information on specific sections, please refer to faculty initials following each section.)

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II. PROGRAM SUPPORT OF DISTRICT'S [MISSION STATEMENT](#), [INSTITUTIONAL GOALS, OBJECTIVES](#), AND/OR [INSTITUTIONAL LEARNING OUTCOMES](#)

A. Identify how your program addresses or helps to achieve the District's Mission Statement.

The Cuesta College History program offers extensive support to the District Mission. The History program's emphasis on critical thinking, information analysis, and persuasive writing improves the "foundational skills" mentioned in the College/District Mission. These skills would also be critical to the Mission component of "promoting intellectual and professional growth." The History program also stresses the importance of individual knowledge and participation in world affairs, which goes hand-in-hand with the College Mission of "preparing students to become engaged citizens" in our world communities.

B. Identify how your program addresses or helps to achieve the District's Institutional Goals and Objectives, and/or operational planning initiatives.

The Cuesta College History program supports Institutional Goals 1 & 2.

Institutional Goal 1: San Luis Obispo County Community College District will enhance its programs and services to promote students' successful completion of transfer requirements, degrees, certificates, and courses.

Institutional Objective 1.1: Increase the percentage of transfer directed students who are transfer prepared by 2% annually.

The History program offers courses that satisfy both CSU General Education and/or UC IGETC requirements. We also offer an Associate in Arts for Transfer Degree in History. These components of the History program support the Cuesta College Institutional Goal of promoting "students' successful completion of transfer requirements" and the Institutional Objective of increasing "the percentage of transfer directed students who are transfer prepared."

Institutional Objective 1.2: Increase the percentage of degree – or certificate – directed students who complete degrees or certificates by 2% annually.

The History program awarded eight A.A. Transfer Degrees for 2014-2015. For 2015-2016, this number had increased to 13, which far surpasses the 2% expected increase. This indicates that history classes are an increasingly integral part of the average students' core curriculum.

Institutional Objective 1.3: Increase successful completions in distance education courses by 2% annually.

The Department success rate for online classes increased from 70% in 2014-2015 to 85.56% in 2015-2016. This significant increase coupled with enrollment numbers jumping from 190 in 2014-2015 to 284 in 2015-2016, indicates that the History Program is contributing greatly to Institutional Objective 1.3.

Institutional Goal 2: San Luis Obispo County Community College District will build a sustainable base of enrollment by effectively responding to the needs of its local service area.

Institutional Objective 2.2: Increase the local high school capture rate by 2% annually.

A growing segment of Cuesta College’s student population is the enrichment/K12 cohort. Enrollment of enrichment students is increasing for the college and the History program. Further discussion is needed, at both the institutional and program levels, as to how to encourage further enrollment of this cohort.

C. Identify how your program helps students achieve [Institutional Learning Outcomes](#).

The History Program Goals are linked to and reinforce the Institutional Learning Outcomes as indicated:

Program Learning Outcomes:

Students will demonstrate that they have the knowledge and skills to succeed in the study of history.

ILO 1. Personal, Academic, and Professional Development

ILO 2. Critical Thinking and Communication

ILO 4. Social, Historical, and Global Knowledge and Engagement

ILO 5. Artistic and Cultural Knowledge and Engagement

Students will demonstrate the ability to write effectively about history.

ILO 1. Personal, Academic, and Professional Development

ILO 2. Critical Thinking and Communication

ILO 4. Social, Historical, and Global Knowledge and Engagement

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III. PROGRAM DATA ANALYSIS AND PROGRAM-SPECIFIC MEASUREMENTS

Program data is available on the [SLOCCCD Institutional Research and Assessment Program Review Data Dashboard site](#). The Dashboard components are hyperlinked below; just click on “enrollment” or other category below.

[General Enrollment \(Insert Aggregated Data Chart\)](#)

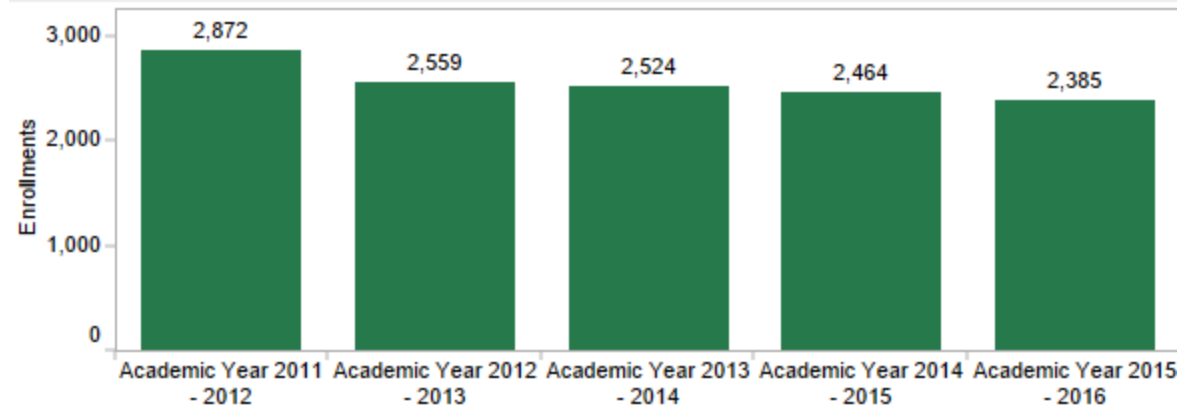
[Disaggregated Enrollment Data](#) (review analytically to determine if different populations are impacted).

SLOCCCD Program Review Data - Enrollment

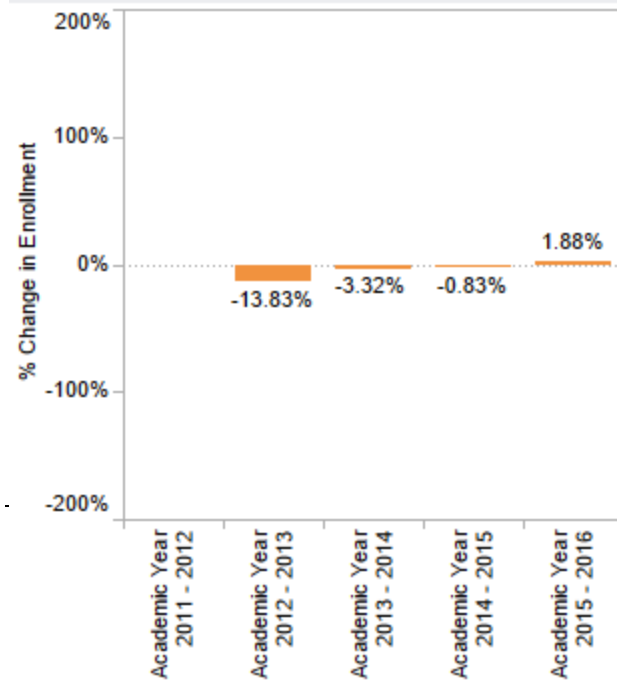
Department:
History

Course:
All

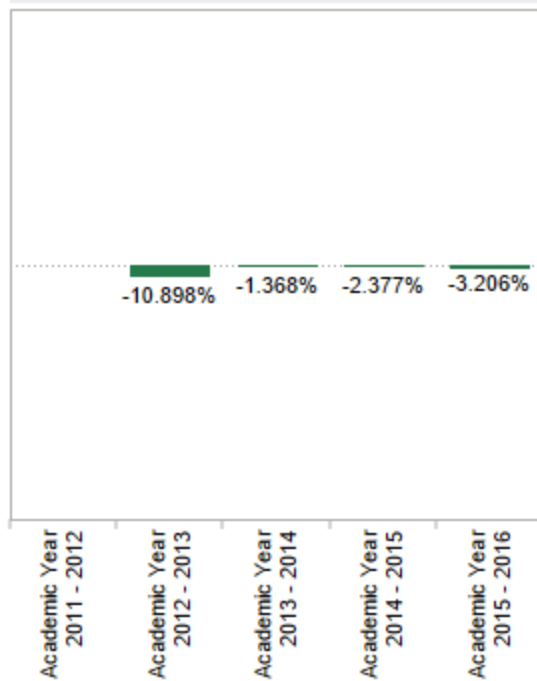
History Enrollments



% Change - Overall College Enrollments



% Change - History



Enrollment for the History Department declined between the 2014-2015 and 2015-2016 school years. This is not unexpected given the falling numbers for the College as a whole. There is every likelihood that enrollment numbers will increase in coming years due to the new full-time, tenure-track hire that will take place this spring, and due to the expansion of the Dual Enrollment Program offered at Paso High School.

With regard to demographic variations, History faculty looked at the data and found that variations do occur. This is not unexpected in an open-admissions institution, where students enroll with different levels of preparedness. Faculty are unable to run multi-variable statistical analyses, on statistically viable sample sizes, and are therefore unable to assess demographic information further.

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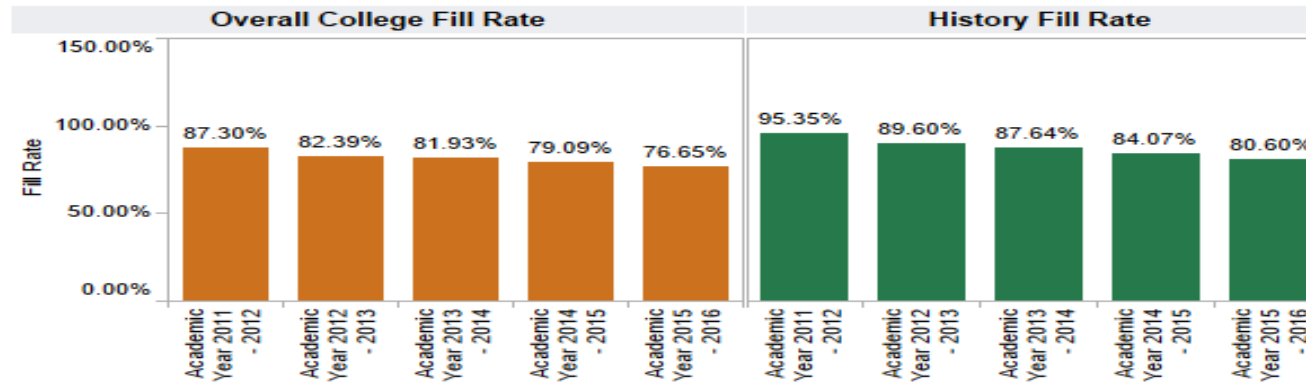
[General Student Demand \(Fill Rate\) \(Insert Aggregated Data Chart\)](#)

[Disaggregated Student Demand Data](#) (review analytically to determine if different types of courses are impacted)

SLOCCCD Program Review Data - Student Demand (Fill Rate)

Department:
History

Course:
All



Fill Rate: The ratio of enrollments to class limits. Cross listed class limits are adjusted appropriately.
Also, courses with zero class limits are excluded from this measure.

Fill rates for History classes have decreased slightly overall. But the majority of History courses have fill rates above 70%. The only two courses where student demand dropped below 50% in the last five years are History 210 (History of California) and History 204B (History of Western Civilizations from 1500). The lesser demand for History 204B is mostly likely attributed to increased offerings of World History (perhaps rendering History of Western Civilizations a bit superfluous). Further research is needed to examine why California History is not in as much demand as in previous years.

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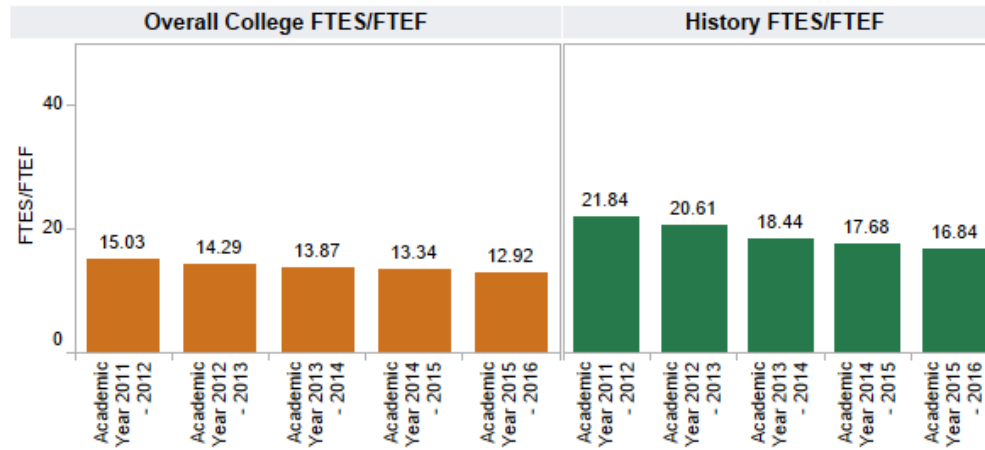
[General Efficiency \(FTES/FTEF\) \(Insert Aggregated Data Chart\)](#)

[Disaggregated Efficiency Data](#) (review analytically to determine if different types of courses are impacted)

SLOCCCD Program Review Data - Efficiency (FTES/FTEF)

Department:
History

Course:
All



FTES/FTEF: The ratio of total FTES to Full-Time Equivalent Faculty
(SXD4 Total-Hours/17.5)/XE03 FACULTY-ASSIGNMENT-FTE)

While History FTEs have fallen in the last five years, as have College FTEs, History FTE numbers are still strong and consistently well above College numbers. For example, in the 2015-2016 year, College FTEs were not quite 13, where as for History, the number was almost 17. The best-performing History courses were: History 207A and 207B, History 203A, History 233, and History 237. Even for slightly lower-performing courses, such as History 210 and History 212, there were still years in which the FTEs for those classes were higher than the College Average. With the addition of a new faculty member, more diverse sections offered, and more classes as part of Dual Enrollment, there is every reason to believe that the History Department will continue to be one of the “workhorses” of the College.

With regard to demographic variations, History faculty looked at the data and found that variations do occur. This is not unexpected in an open-admissions institution, where students enroll with different levels of preparedness. Faculty are unable to run multi-variable statistical analyses, on statistically viable sample sizes, and are therefore unable to assess demographic information further.

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[General Student Success – Course Completion \(Insert Aggregated Data Chart\)](#)

[Disaggregated Success and Completion Data](#) (review analytically to determine if different populations are impacted)

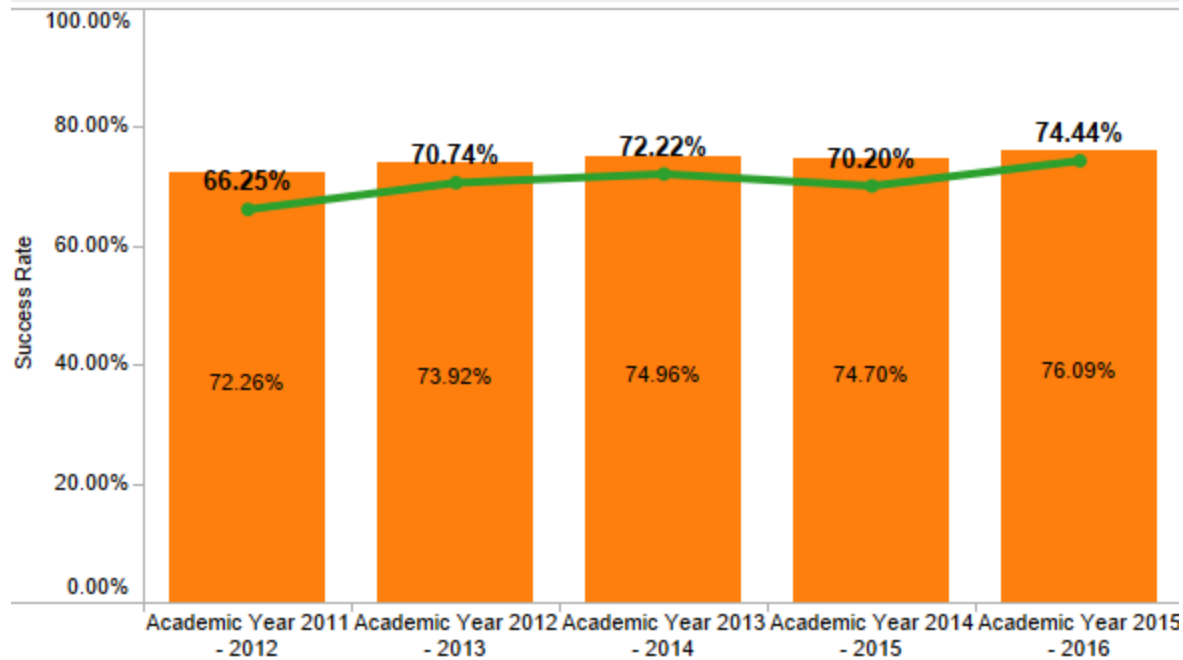
SLOCCCD Program Review Data: Successful Course Completion

Select Department:
History

COURSE
All

Legend:
■ Department Success Rate
■ Overall College Success Rate

Successful Course Completion - History



History Success Rate Table

	Academic Year 2011 - 2012	Academic Year 2012 - 2013	Academic Year 2013 - 2014	Academic Year 2014 - 2015	Academic Year 2015 - 2016
Department Success..	66.25%	70.74%	72.22%	70.20%	74.44%
Total Enrollments	2,877	2,563	2,527	2,450	2,336

With regard to demographic variations, History faculty looked at the data and found that variations do occur. This is not unexpected in an open-admissions institution, where students enroll with different levels of preparedness. Faculty are unable to run multi-variable statistical analyses, on statistically viable sample sizes, and are therefore unable to assess demographic information further.

For the last four years, the History Department success rate has remained above 70%, with a high of 74.4% for the 2015-2016 year. These numbers are just slightly below the College average. While History faculty will continue to monitor success rates, these statistics are very encouraging and indicate that current strategies employed by History faculty are highly effective. Such strategies include, but are not limited to:

- the use of embedded tutors
- providing students with study guides in preparation for exams
- allowing students to review past exams
- providing students with a grading rubric prior to essay assignments
- providing students with lecture outlines prior to class
- giving students prompt feedback on class progress
- paying special attention to the progress of “at risk” student populations, such as DSPS students, and working with the campus programs under whose purview these students fall

One college-wide student success strategy that is no longer in use, but would be welcomed back, is the Early Alert system. While the Canvas learning system will make it easier for students to keep track of their own grade progress, The Early Alert system was arguably more effective.

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Student Success—Course Modality (Insert Data Chart)

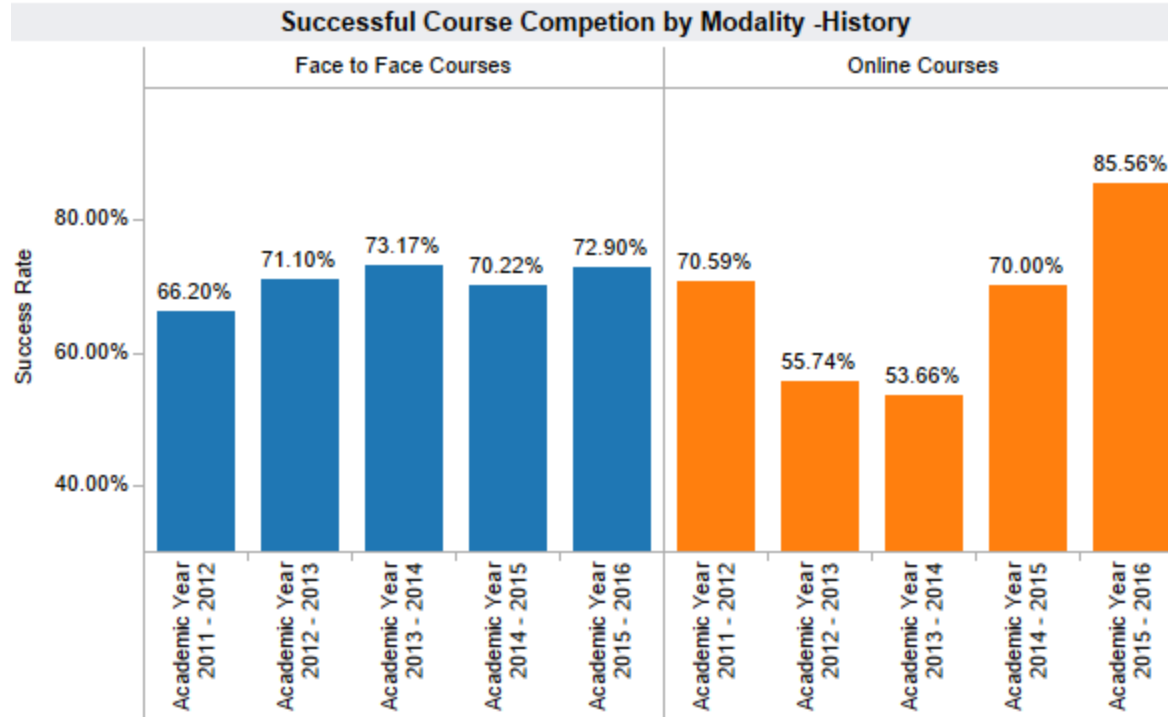
SLOCCCD Program Review Data: Successful Course Completion

Select Department:
History

Legend:

Face to Face Courses

Online Courses



Successful Course Completion by Modality Table - History						
		Academic Year 2011 - 2012	Academic Year 2012 - 2013	Academic Year 2013 - 2014	Academic Year 2014 - 2015	Academic Year 2015 - 2016
Face to Face Courses	Department Success Rate	66.20%	71.10%	73.17%	70.22%	72.90%
	Total Department Enrollments	2,843	2,502	2,404	2,260	2,052
Online Courses	Department Success Rate	70.59%	55.74%	53.66%	70.00%	85.56%
	Total Department Enrollments	34	61	123	190	284

The History Department's student success rates for face to face courses has shown variations of student success that are the same, above, or below those obtained with Distance Education courses. In the most recent data shown for Academic Year 2015-2016, the student success rates for DE increased significantly above previous years. This increased in student success may be due to several factors that include new instructors teaching DE and new courses offered in the DE modality. Those factors related to the delivery of instruction by individual instructors with different grading criteria could be responsible for the variation. In subsequent semesters it would worthwhile to have all History DE instructors discuss alignment of grading standards and DE pedagogy.

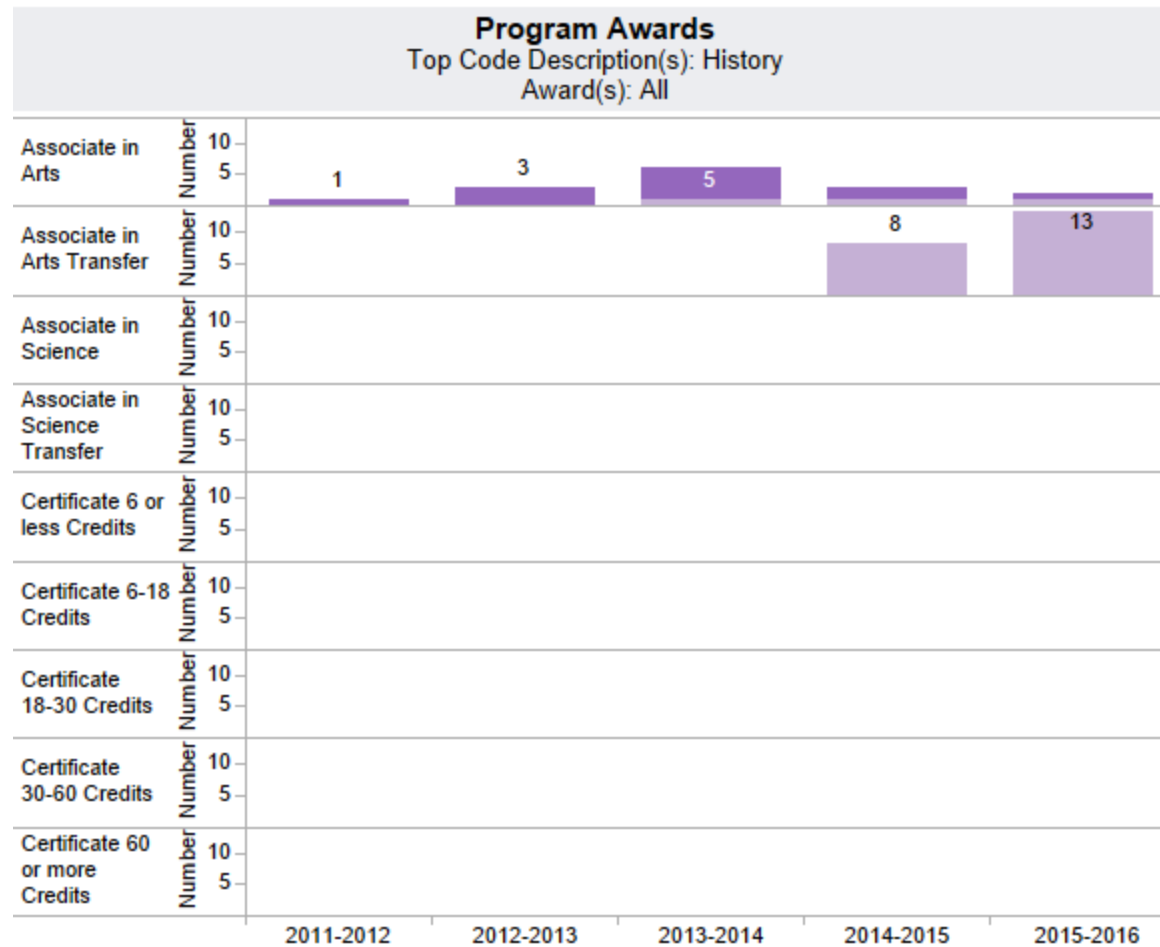
AK

Degrees and Certificates Awarded (Insert Data Chart)

SLOCCCD Program Review Data: Degrees and Certificates Awarded

Program:
History

Award Type:
All



Program Awards Table

Award T..	Award	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016
Associate in Arts	History (AA)	1	3	5	2	1
	History (AAT)			1	1	1
	Total	1	3	6	3	2
Associate in Arts Transfer	History (AAT)				8	13
	Total				8	13

Eleven ADT degrees in history have been awarded in the last two years. Again, the History Department believes that this happy trend is dependent in large measure to the excellent instruction which our faculty dispenses. (AK)

IV. CURRICULUM REVIEW

- A. List all courses that have been created, updated, modified, or eliminated (and approved by the Curriculum Committee) since the last CPPR. See the [Curriculum Review Template](#) for guidance.

No new courses have been created and none have been eliminated since the last CPPR. Since the previous CPPR, the History Department revised all course descriptions in Curricunet to make certain that they adhered to the Chancellor's policies, standards, and regulations, including course topics and scope, objectives, SLOAs, DE addenda, and representative texts. The current History course offerings and the revision dates are: History 203A (1-2015), History 203B (1-2015), History 204A (7-2015), History 204B (3-2017), History 207A (3-2017), History 207B (3-2017), History 210 (4-2013), History 212 (2-2014), History 233 (2-2014), History 237 (4-2013), and History 260 (2-2014).

- B. Provide evidence that the curriculum (including course delivery modalities) has been carefully reviewed during the past five years for currency in teaching practices, compliance with current policies, standards, regulations, and advisory committee input. Include evidence that the following entries on the course outline of record (CurricUNET format) are appropriate and complete:

AK

V. PROGRAM OUTCOMES, ASSESSMENT AND IMPROVEMENTS

A. Attach or insert the assessment cycle calendar for your program.

B. Have you completed your course assessments in eLumen or CPAS?

Yes/No

If no, what are your plans for completing this important work? Indicate the date of completion.

Assessment of all courses has been completed under the CPAS system. We are now at the end of our 5-year cycle and will be beginning a new 5-year cycle under elumen.

C. Have you mapped course level SLOs to Program –Level SLOs in eLumen?

Yes/No

If no, what are your plans for completing this important work? Indicate the date of completion.

We have mapped course level SLOs to program level SLOs under the CPAS system but not yet under elumen since we have not started using elumen. We anticipate completing that work before the end of Fall semester 2017.

D. Highlight improvement efforts that have resulted from SLO assessment.

History faculty make continuous improvements to our courses based on our reading and research, our experiences in the classroom and meeting with students outside of class, and based on the results of our various assessment tools. One improvement resulting from SLO assessment is that history faculty continue to discuss SLOs and how best to achieve them in the classroom.

E. Recommend changes and updates to program funding based on assessment of SLOs.

- For funding requests, complete the applicable [Resource Plan Funding Request Worksheet](#)
- For faculty hiring needs, attach Section H – Faculty Prioritization Process

History faculty would like to see the college regularly update technology and equipment that impacts student learning, including but not

limited to, classroom data projectors and computers.

- F. Identify and describe any budget requests that are related to student learning outcomes assessment results or institutional/programmatic objectives.

History faculty request funding for additional history tutors, both embedded and in the Tutorial Center. History faculty also request additional funding for professional development.

MW

VI. PROGRAM DEVELOPMENT/FORECASTING

Create a short narrative describing the forecasting elements, indicating how they support efforts to achieve any of the following, where applicable: Program Outcomes, Institutional Goals, Institutional Objectives, and/or Institutional Learning Outcomes.

- A. New or modified action steps for achieving Institutional Goals and Objectives
- B. New or modified action steps for achieving Institutional Learning Outcomes
- C. New or modified action steps for achieving program outcomes
- D. Anticipated changes in curriculum and scheduling
- E. Levels or delivery of support services
- F. Facilities changes
- G. Staffing projections
- H. Strategies for responding to the predicted budget and FTES target for the next academic year

During spring semester 2017 we will hire a new FT historian whose primary focus will be teaching World History. Secondly, this new faculty member will teach a regional or topical specialty, for example, the history of Latin America. So curriculum and scheduling changes will depend on the teaching qualifications and interests of the new historian. We would also like to expand our DE offerings and hope that the new historian will be able to help achieve that goal.

MW

VII. After completing and submitting this document, please complete the [Overall Program Strength and Ongoing Viability Assessment](#) with your Dean before May 15, 2017.

SIGNATURE PAGE

Faculty, Director(s), Manager(s), and/or Staff Associated with the Program

Instructional Programs: All full-time faculty in the program must sign this form. If needed, provide an extra signature line for each additional full-time faculty member in the program. If there is no full-time faculty associated with the program, then the part-time faculty in the program should sign. If applicable, please indicate lead faculty member for program after printing his/her name.

Student Services and Administrative Services Programs: All full-time director(s), managers, faculty and/or classified staff in the program must sign this form. (More signature lines may be added as needed.)

Division Chair/Director Name

Signature

Date

Name

Signature

Date

Name

Signature

Date

Name

Signature

Date

Name

Signature

Date

D. Applicable Signatures:

Vice President/Dean

Date

Division Chair/Director/Designee

Date

Other (when applicable)

Date

The above-signed individuals have read and discussed this review. The Director/Coordinator, Faculty, and staff in the program involved in the preparation of the CPPR acknowledge the receipt of a copy of the Vice President/ Dean's narrative analysis. The signatures do not necessarily signify agreement.

Course or Program Assessment Summary

http://academic.cuesta.edu/sloa/docs/Course_and_Program_Assessment_Summary_F_2011.docx

This form can be used to record SLO assessment plans and results for courses or programs. It is recommended that this document be stored on a group drive, or in MyCuesta.

Division: **Social Sciences** *Program:* **History** *Date:* **Updated 10-20-14** *v.* **3 2012**

Courses in program, or course: **History 203A:** History of World Civilizations to 1500

Faculty involved with the assessment and analysis: **Lisa DeFraga, Dennis Judd, Anthony Koeninger, Mark Weber, Chris Nielsen**

*Course-to-program outcome mapping document** is completed* Yes X No

1	Student Learning Outcome Statements <input type="checkbox"/> Program <input checked="" type="checkbox"/> Course	1. Demonstrate basic knowledge and understanding of the history of World Civilizations up to the early sixteenth century. 2. Demonstrate the ability to interpret and analyze primary sources, meaning sources produced by participants in the historical events being studied (such as letters, diaries, speeches, documents). 3. Demonstrate the ability to interpret and analyze secondary sources, meaning sources produced by historians studying the past (such as articles, textbooks, and quotations from book-length historical studies). 4. Demonstrate an understanding of the diverse cultures and political and social structures, and how these vary across time and place.
2	Assessment Methods Plan (identify assessment instruments, scoring rubrics, SLO mapping diagrams)	Indirect Assessment: As of May, 2012, the History Department used survey-based assessment for student learning outcomes (SLOs). Starting in the 2012-2013 academic year the History Department will begin using direct assessment. Direct Assessment: During the Fall Semester, 2013, History 203A underwent direct assessment.
3	Assessment Administration Plan (date(s), sample size or selection of course sections, scoring procedures, etc.)	History 203A is offered during the fall semester each year. Assessment was conducted in the Fall of 2013. Two sections of History 203A were assessed. One section was held on the San Luis Obispo campus, the other on the North County Campus.
4	Assessment Results Summary (summarize Data)	Over 60 students were assessed using two primary and secondary source analysis writing assignments. These were timed essay assignments, and they required interpretation of both primary and secondary sources, critical analysis of those sources, and skillful composition of an essay. These writing assignments correlate with all 4 SLOs. Students are required to complete 5 of these assignments

		throughout the semester. Source analysis assignments #2 and #3 were analyzed. A maximum of 50 points were possible. The results yielded the following: on assignment #2 the average score was 46.2 and on assignment #3 the average score was 46.5.
5	Discussion of Assessment Procedure and Results, and Effectiveness of Previous Improvement Plans	The results of the assessment are encouraging. Due to a concentrated effort to meet the SLOs for History 203A, and due to a focus on the acquisition of critical thinking skills, historical analysis, and discussion and interpretation of primary and secondary sources, over 90 percent of the students successfully demonstrated that they met the requirements outlined in the four SLOs.
6	Recommended Changes & Plans for Implementation of Improvements	Prior to Fall 2012, History 203A had not been offered in many years. As a result, direct assessment should be conducted in a timely manner. Direct assessment will be conducted during the Fall Semester, 2014.
7	Description or evidence of dialog among course or program-level faculty about assessment plan and results	On September 16, 2011, members of the History Department met with Sally Demarest, one of Cuesta College's SLOA Coordinators to discuss the assessment process. After meeting with Sally, the members of the History Department met to examine and discuss the results for the history classes that had been assessed. On February 15, 2012, members of the History Department met again with Sally Demarest and also with Greg Baxley, Cuesta College's other SLOA coordinator, to further clarify the assessment process and requirements. Again history faculty met after this meeting to discuss the results of our assessments. On August 15, 2012, three full-time history faculty attended the CPAS workshop in Room 2101 on the San Luis Obispo campus. All full-time history faculty participated in a series of informal discussions that week regarding the relationship between course and program level CPAS. Program assessment has continued during the Spring and Fall Semesters of 2014. Both full and part time faculty continue to collaborate in this effort, as the assessment of History courses is being updated.

**Course and program level outcomes are required by ACCJC to be aligned. Each program needs to complete a program map to show the alignment. See examples of completed CPAS and program mapping documents are available at <http://academic.cuesta.edu/sloa>
Course or Program Assessment Summary
http://academic.cuesta.edu/sloa/docs/Course_and_Program_Assessment_Summary_F_2011.docx

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Division: **Social Sciences** *Program:* **History** *Date:* **Updated 10-20-14** v. 3 2012

Courses in program, or course: **History 203B: History of World Civilizations after 1500**

Faculty involved with the assessment and analysis: **Lisa DeFraga, Dennis Judd, Anthony Koeninger, Mark Weber, Chris Nielsen**

*Course-to-program outcome mapping document** is completed* Yes X No

1	<p>Student Learning Outcome Statements</p> <p><input type="checkbox"/> Program</p> <p><input checked="" type="checkbox"/> Course</p>	<p>1. Demonstrate basic knowledge and understanding of the history of World Civilizations up to the early sixteenth century.</p> <p>2. Demonstrate the ability to interpret and analyze primary sources, meaning sources produced by participants in the historical events being studied (such as letters, diaries, speeches, documents).</p> <p>3. Demonstrate the ability to interpret and analyze secondary sources, meaning sources produced by historians studying the past (such as articles, textbooks, and quotations from book-length historical studies).</p> <p>4. Demonstrate an understanding of the diverse cultures and political and social structures, and how these vary across time and place.</p>
2	<p>Assessment Methods Plan (identify assessment instruments, scoring rubrics, SLO mapping diagrams)</p>	<p>Indirect Assessment: As of May, 2012, the History Department used survey-based assessment for student learning outcomes (SLOs). Starting in the 2012-2013 academic year the History Department will begin using direct assessment.</p> <p>Direct Assessment: During the Spring Semester, 2013, History 203B underwent direct assessment.</p>
3	<p>Assessment Administration Plan (date(s), sample size or selection of course sections, scoring procedures, etc.)</p>	<p>History 203A is offered during the fall semester each year. Assessment was conducted in the Fall of 2013. Two sections of History 203B were assessed. One section was held on the San Luis Obispo campus, the other on the North County Campus.</p>
4	<p>Assessment Results Summary (summarize Data)</p>	<p>Over 60 students were assessed using two primary and secondary source analysis writing assignments. These were timed essay assignments, and they required interpretation of both primary and secondary sources, critical analysis of those sources, and skillful composition of an essay. These writing assignments correlate with all 4 SLOs. Students are required to complete 5 of these assignments throughout the semester. Source analysis assignments #4 and #5 were analyzed. A maximum of 50 points were possible. The results yielded the following: on assignment #4 the average score was 44.8 and on assignment #5 the average score was 46.2.</p>

5	Discussion of Assessment Procedure and Results, and Effectiveness of Previous Improvement Plans	The results of the assessment are encouraging. Due to a concentrated effort to meet the SLOs for History 203B, and due to a focus on the acquisition of critical thinking skills, historical analysis, and discussion and interpretation of primary and secondary sources, over 90 percent of the students successfully demonstrated that they met the requirements outlined in the four SLOs.
6	Recommended Changes & Plans for Implementation of Improvements	Prior to Fall 2012, History 203A had not been offered in many years. As a result, direct assessment should be conducted in a timely manner. Direct assessment will be conducted during the Spring Semester, 2015.
7	Description or evidence of dialog among course or program-level faculty about assessment plan and results	On September 16, 2011, members of the History Department met with Sally Demarest, one of Cuesta College's SLOA Coordinators to discuss the assessment process. After meeting with Sally, the members of the History Department met to examine and discuss the results for the history classes that had been assessed. On February 15, 2012, members of the History Department met again with Sally Demarest and also with Greg Baxley, Cuesta College's other SLOA coordinator, to further clarify the assessment process and requirements. Again history faculty met after this meeting to discuss the results of our assessments. On August 15, 2012, three full-time history faculty attended the CPAS workshop in Room 2101 on the San Luis Obispo campus. All full-time history faculty participated in a series of informal discussions that week regarding the relationship between course and program level CPAS. Program assessment has continued during the Spring and Fall Semesters of 2014. Both full and part time faculty continue to collaborate in this effort, as the assessment of History courses is being updated.

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Course or Program Assessment Summary

http://academic.cuesta.edu/sloa/docs/Course_and_Program_Assessment_Summary_F_2011.docx

This form can be used to record SLO assessment plans and results for courses or programs. It is recommended that this document be stored on a group drive, or in MyCuesta.

Division: Social Sciences

Program: History

Date: Updated 3-12-15

v. 3 2012

Courses in program, or course: **HIST 204A: History of Western Civilization to 1600**

Faculty involved with the assessment and analysis: Lisa DeFraga, Dennis Judd, Anthony Koeninger, Mark Weber, Chris Nielsen, Galadriel Bree Highhouse

Course-to-program outcome mapping document** is completed Yes X No

1	<p>Student Learning Outcome Statements</p> <p><input type="checkbox"/> Program</p> <p><input checked="" type="checkbox"/> Course</p>	<p>1. Demonstrate basic knowledge and understanding of the history of Western Civilization up to about 1600.</p> <p>2. Demonstrate the ability to interpret and analyze primary sources, meaning sources produced by participants in the historical events being studied (such as letters, diaries, speeches, documents).</p> <p>3. Demonstrate the ability to interpret and analyze secondary sources, meaning sources produced by historians studying the past (such as articles, textbooks, and quotations from book-length historical studies).</p> <p>4. Demonstrate an understanding of the diverse cultures and political and social structures, and how these vary across time and place.</p>
2	<p>Assessment Methods Plan (identify assessment instruments, scoring rubrics, SLO mapping diagrams)</p>	<p>As of May, 2012, the History Department has only used survey-based assessment for student learning outcomes (SLOs). Starting in the 2012-2013 academic year the History Department will begin using direct assessment.</p> <p>Direct Assessment: In Spring of 2013 the history department began to use direct assessment.</p>
3	<p>Assessment Administration Plan (date(s), sample size or selection of course sections, scoring procedures, etc.)</p>	<p>One section of HIST 204A was assessed in the spring semester 2011. The data has been scored and statistically analyzed.</p> <p>Direct Assessment: In Spring of 2013 the history department began to use direct assessment.</p>
4	<p>Assessment Results Summary (summarize Data)</p>	<p>Statistical summaries for the HIST 204A section are on file in MyCuesta Group/History. The assessments demonstrate a moderate level of student achievement across the SLOs. For each of the four SLOs, 62 – 81% of the students judged themselves to be either “fairly well” or “very well” able to meet the SLO. The weakest scores were on SLO #2 which is the ability to interpret and analyze primary sources.</p> <p>Direct Assessment: In Spring of 2013 the history department began to use direct assessment.</p>

		Fall 2014, History 204A: Highhouse 23 students were assessed on 8 one to two page historical interpretations of primary and secondary documents which fulfill all 4 of the SLOs. Two samples of writing scored as follows: two received 5/5 (A), eleven received 4/5 (B), six received 3/5(C) and four received 0/5(F) (did not turn in). On the second sampling four received 5/5 (A), nine received 4/5 (B), three received 3/5 (C) and six received 0/5 (F) (did not turn in).
5	Discussion of Assessment Procedure and Results, and Effectiveness of Previous Improvement Plans	<p>We are pleased that such a high percentage of students judge themselves to be competent in so many course SLOs. We believe this to be the result of effective teaching. Of course, it may also be that students are over-estimating their ability to meet the SLOs.</p> <p>Direct Assessment: It may improve the rate of grades by dispersing the assignments into 4 three page assignments due over the course of the semesters rather than 8 bi-weekly assignments. This may alleviate the amount of students who do not turn in their assignments since, first the there will be a greater amount of time between the assignments for the students to study and secondly the assignment will have a higher percentage in the overall grade and students will be more concerned with the final outcome. It is important to consider that in the two samples which were taken a total of 10 students did not turn in one or both of the assignments. This off set the average grade percentages of the overall assignments. However, if the entire eight assignments are taken into consideration it is noted that the overall grades tended to improve.</p>
6	Recommended Changes & Plans for Implementation of Improvements	<p>History Department faculty will continue to list SLOs on their syllabi and discuss them with their students. Additional emphasis on course SLOs will be made when discussing assignments, exams, and other course materials in order to keep instructors and students focused on SLOs.</p> <p>Because of our uncertainty about the extent to which our students' high scores on our survey assessments are the result of effective teaching or students over-estimating their ability to meet the SLOs, the History Department will begin using direct assessment in the 2012-2013 academic year. History faculty will meet to decide on what types of direct assessment to employ.</p> <p>Direct Assessment: No plan for improvement at this time.</p>
7	Description or evidence of dialog among course or program-level faculty about assessment plan and results	On September 16, 2011, members of the History Department met with Sally Demarest, one of Cuesta College's SLOA Coordinators to discuss the assessment process. After meeting with Sally, the members of the History Department met to examine and discuss the results for the history classes that had been assessed. On February 15, 2012, members of the History Department met again with Sally Demarest and also with Greg Baxley, Cuesta College's other SLOA coordinator, to further clarify the assessment process and requirements. Again history faculty met after this meeting to discuss the results of our assessments. On August 15, 2012, three full-time history faculty attended the CPAS workshop in Room 2101 on the San Luis Obispo campus. All full-time history faculty

		<p>participated in a series of informal discussions that week regarding the relationship between course and program level CPAS.</p> <p>Direct Assessment: History faculty communications regarding assessment are frequent and too numerous to document.</p>
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****Course and program level outcomes are required by ACCJC to be aligned. Each program needs to complete a program map to show the alignment. See examples of completed CPAS and program mapping documents are available at <http://academic.cuesta.edu/sloa>**

Course or Program Assessment Summary

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Division: Social Sciences

Program: History

Date: Updated 4-16-15

v. 3 2012

Courses in program, or course: **HIST 204B: History of Western Civilization from 1600**

Faculty involved with the assessment and analysis: Lisa DeFraga, Dennis Judd, Anthony Koeninger, Mark Weber

Course-to-program outcome mapping document** is completed Yes ☒ No ☐

1	<p>Student Learning Outcome Statements</p> <p><input type="checkbox"/> Program</p> <p><input checked="" type="checkbox"/> Course</p>	<p>1. Demonstrate basic knowledge and understanding of the history of Western Civilization after about 1600.</p> <p>2. Demonstrate the ability to interpret and analyze primary sources, meaning sources produced by participants in the historical events being studied (such as letters, diaries, speeches, documents).</p> <p>3. Demonstrate the ability to interpret and analyze secondary sources, meaning sources produced by historians studying the past (such as articles, textbooks, and quotations from book-length historical studies).</p> <p>4. Demonstrate an understanding of the diverse cultures and political and social structures, and how these vary across time and place.</p>
2	<p>Assessment Methods Plan (identify assessment instruments, scoring rubrics, SLO mapping diagrams)</p>	<p>As of May, 2012, the History Department has only used survey-based assessment for student learning outcomes (SLOs). Starting in the 2012-2013 academic year the History Department will begin using direct assessment.</p>
3	<p>Assessment Administration Plan (date(s), sample size or selection of course sections, scoring procedures, etc.)</p>	<p>One section of HIST 204B was assessed in the spring semester 2011. The data has been scored and statistically analyzed.</p> <p>Spring 2015: One section assessed using direct assessment.</p>
4	<p>Assessment Results Summary (summarize Data)</p>	<p>Statistical summaries for the HIST 204B section are on file in MyCuesta Group/History. The assessments demonstrate a moderate level of student achievement across the SLOs. For each of the four SLOs, 80-88% of the students judged themselves to be either "fairly well" or "very well" able to meet the SLO. The weakest scores were on SLO #2 which is the ability to interpret and analyze primary sources.</p> <p>Direct assessment, S15, Nielsen. Mean score for essay 1 was 43.24 out of a possible 50 points. Mean score for essay 2 was 43.86 out of 50.</p>

5	Discussion of Assessment Procedure and Results, and Effectiveness of Previous Improvement Plans	<p>We are pleased that such a high percentage of students judge themselves to be competent in so many course SLOs. We believe this to be the result of effective teaching. Of course, it may also be that students are over-estimating their ability to meet the SLOs.</p> <p>Direct assessment: These scores are from the first two in-class timed essay assignments that the students have completed. These essays require the students to interpret and analyze primary sources and integrate their analysis into essays that respond to a specific question.</p> <p>My interpretation of this data is that the students, overall, are meeting the SLOs in terms of primary source analysis and essay writing. Moreover, I am seeing improvement from the first to the second essay, indicating that the students are learning from instruction in primary source analysis, critical thinking, and essay writing skills.</p>
6	Recommended Changes & Plans for Implementation of Improvements	<p>History Department faculty will continue to list SLOs on their syllabi and discuss them with their students. Additional emphasis on course SLOs will be made when discussing assignments, exams, and other course materials in order to keep instructors and students focused on SLOs.</p> <p>Because of our uncertainty about the extent to which our students' high scores on our survey assessments are the result of effective teaching or students over-estimating their ability to meet the SLOs, the History Department will begin using direct assessment in the 2012-2013 academic year. History faculty will meet to decide on what types of direct assessment to employ.</p> <p>Direct assessment, Spring 2015: no recommended changes or plan of improvements at this time.</p>
7	Description or evidence of dialog among course or program-level faculty about assessment plan and results	<p>On September 16, 2011, members of the History Department met with Sally Demarest, one of Cuesta College's SLOA Coordinators to discuss the assessment process. After meeting with Sally, the members of the History Department met to examine and discuss the results for the history classes that had been assessed. On February 15, 2012, members of the History Department met again with Sally Demarest and also with Greg Baxley, Cuesta College's other SLOA coordinator, to further clarify the assessment process and requirements. Again history faculty met after this meeting to discuss the results of our assessments. On August 15, 2012, three full-time history faculty attended the CPAS workshop in Room 2101 on the San Luis Obispo campus. All full-time history faculty participated in a series of informal discussions that week regarding the relationship between course and program level CPAS.</p> <p>Direct assessment, spring 2015. History Department faculty have had many face-to-face and email discussions about how to implement direct assessment, how to interpret the results, and what to do with the assessment results.</p>

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Course or Program Assessment Summary

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Division: Social Sciences

Program: History

Date: Updated 2-23-15

v. 3 2012

Courses in program, or course: **HIST 207A: History of the United States to 1865**

Faculty involved with the assessment and analysis: Lisa DeFraga, Dennis Judd, Anthony Koeninger, Mark Weber

Course-to-program outcome mapping document** is completed Yes X No

1	Student Learning Outcome Statements <input type="checkbox"/> Program <input checked="" type="checkbox"/> Course	1. Demonstrate basic knowledge and understanding of the history of the United States prior to 1865. 2. Interpret and analyze primary sources, meaning sources produced by participants in the historical events being studied (such as letters, diaries, speeches, documents). 3. Interpret and analyze secondary sources, meaning sources produced by historians studying the past (such as articles, textbooks, and quotations from book-length historical studies). 4. Demonstrate knowledge and understanding of the efforts by minority groups such as African-Americans and Mexican-Americans to secure unabridged legal, political, and economic equality.
2	Assessment Methods Plan (identify assessment instruments, scoring rubrics, SLO mapping diagrams)	As of May, 2012, the History Department has only used survey-based assessment for student learning outcomes (SLOs). Starting in the 2012-2013 academic year the History Department will begin using direct assessment.
3	Assessment Administration Plan (date(s), sample size or selection of course sections, scoring procedures, etc.)	One section of HIST 207A taught on the San Luis Obispo campus was assessed in the spring semester 2010. The data has been scored and statistically analyzed.
4	Assessment Results Summary (summarize Data)	Statistical summaries for the HIST 207A section are on file in MyCuesta Group/History. The assessments demonstrate a very high level of student achievement across the SLOs. For each of the four SLOs, about 90% of the students judged themselves to be either "fairly well" or "very well" able to meet the SLO. Direct Assessment: History 207A Defraga (S13): 38 students were assessed on 15 multiple choice questions on the final exam that correlate with SLOs 2 and 4. The average score was 93.5.

		History 207A Koenninger (S13): 42 students were assessed on 10 multiple choice questions on the final exam that correlate with SLO 4. The average score was 91. 27 students were assessed on 10 multiple choice questions on the final exam that relate to SLO 1. The average score was 93.
5	Discussion of Assessment Procedure and Results, and Effectiveness of Previous Improvement Plans	<p>We are pleased that such a high percentage of students judge themselves to be competent in so many course SLOs. We believe this to be the result of effective teaching. Of course, it may also be that students are over-estimating their ability to meet the SLOs.</p> <p>Direct assessment, spring semester, 2013: We view this level of student performance as ranging from satisfactory to excellent. We are always concerned, of course, with students who do not reach the satisfactory mark. All faculty in the History Department work hard to promote student success using a wide variety of tools described in our course syllabi. For example, Mark Weber's syllabus for History 207B contains 11 detailed suggestions on how to succeed in the course. For both History 207A and History 207B, Lisa DeFraga encourages her students to explore and utilize the textbook's extensive online resources. Unfortunately, some students behave in ways that undermine their success despite our efforts.</p>
6	Recommended Changes & Plans for Implementation of Improvements	<p>History Department faculty will continue to list SLOs on their syllabi and discuss them with their students. Additional emphasis on course SLOs will be made when discussing assignments, exams, and other course materials in order to keep instructors and students focused on SLOs.</p> <p>Because of our uncertainty about the extent to which our students' high scores on our survey assessments are the result of effective teaching or students over-estimating their ability to meet the SLOs, the History Department will begin using direct assessment in the 2012-2013 academic year. History faculty will meet to decide on what types of direct assessment to employ.</p> <p>Direct Assessment, spring semester, 2013: no recommended changes or plan of improvement at this time.</p>
7	Description or evidence of dialog among course or program-level faculty about assessment plan and results	<p>On September 16, 2011, members of the History Department met with Sally Demarest, one of Cuesta College's SLOA Coordinators to discuss the assessment process. After meeting with Sally, the members of the History Department met to examine and discuss the results for the history classes that had been assessed. On February 15, 2012, members of the History Department met again with Sally Demarest and also with Greg Baxley, Cuesta College's other SLOA coordinator, to further clarify the assessment process and requirements. Again history faculty met after this meeting to discuss the results of our assessments. On August 15, 2012, three full-time history faculty attended the CPAS workshop in Room 2101 on the San Luis Obispo campus. All full-time history faculty participated in a series of informal discussions that week regarding the relationship between course and program level CPAS.</p>

		Direct Assessment: Direct assessment, spring semester, 2013: History Department faculty have had many face-to-face and email discussions about how to implement direct assessment, how to interpret the results, and what to do with the assessment results.
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Course or Program Assessment Summary

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Division: Social Sciences

Program: History

Date: Updated 9-10-14

v. 3 2012

Courses in program, or course: **History 207B:** History of the United States from 1865

Faculty involved with the assessment and analysis: Lisa DeFraga, Dennis Judd, Anthony Koeninger, Mark Weber

Course-to-program outcome mapping document** is completed Yes X No

1	<p>Student Learning Outcome Statements</p> <p><input type="checkbox"/> Program</p> <p><input checked="" type="checkbox"/> Course</p>	<ol style="list-style-type: none"> 1. Demonstrate basic knowledge and understanding of the history of the United States since 1865. 2. Interpret and analyze primary sources, meaning sources produced by participants in the historical events being studied (such as letters, diaries, speeches, documents). 3. Interpret and analyze secondary sources, meaning sources produced by historians studying the past (such as articles, textbooks, and quotations from book-length historical studies). 4. Demonstrate knowledge and understanding of the efforts by minority groups such as African-Americans and Mexican-Americans to secure unabridged legal, political, and economic equality.
2	<p>Assessment Methods Plan (identify assessment instruments, scoring rubrics, SLO mapping diagrams)</p>	<p>Indirect assessment: As of May, 2012, the History Department has only used survey-based assessment for student learning outcomes (SLOs). Starting in the 2012-2013 academic year the History Department will begin using direct assessment.</p> <p>In spring semester, 2013, the History Department began using direct assessment. History 207B was one of the classes assessed with direct assessment during spring semester, 2013.</p>
3	<p>Assessment Administration Plan (date(s), sample size or selection of course sections, scoring procedures, etc.)</p>	<p>Indirect assessment: One section of HIST 207B taught on the San Luis Obispo campus was assessed in the spring semester 2010. The data has been scored and statistically analyzed.</p> <p>Direct assessment, spring semester, 2013: History 207B Weber: 28 students were assessed on 30 multiple choice questions that correlate with all 4 SLOs. The letter grades were: 12 A; 7 B; 4 C; 4 D; 1 F. 25 students were assessed on two quizzes that correlate with SLO 4. One the first quiz the average score was 75%; on the second quiz the average score was 92%.</p>
4	<p>Assessment Results Summary (summarize Data)</p>	<p>Indirect assessment: Statistical summaries for the HIST 207B section are on file in MyCuesta Group/History. The assessments demonstrate a very high level of student achievement across the SLOs. For each of the four SLOs, about 90% of the students judged themselves to be either "fairly well" or "very well" able to meet the SLO.</p>

		<p>Direct assessment, spring semester, 2013: History 207B Weber: 28 students were assessed on 30 multiple choice questions that correlate with all 4 SLOs. The letter grades were: 12 A; 7 B; 4 C; 4 D; 1 F. 25 students were assessed on two quizzes that correlate with SLO 4. One the first quiz the average score was 75%; on the second quiz the average score was 92%.</p>
5	Discussion of Assessment Procedure and Results, and Effectiveness of Previous Improvement Plans	<p>Indirect assessment: We are pleased that such a high percentage of students judge themselves to be competent in so many course SLOs. We believe this to be the result of effective teaching. Of course, it may also be that students are over-estimating their ability to meet the SLOs.</p> <p>Direct assessment, spring semester, 2013: We view this level of student performance as ranging from satisfactory to excellent. We are always concerned, of course, with students who do not reach the satisfactory mark. All faculty in the History Department work hard to promote student success using a wide variety of tools described in our course syllabi. For example, Mark Weber's syllabus for History 207B contains 11 detailed suggestions on how to succeed in the course. Unfortunately, some students behave in ways that undermine their success despite our efforts.</p>
6	Recommended Changes & Plans for Implementation of Improvements	<p>Indirect assessment: History Department faculty will continue to list SLOs on their syllabi and discuss them with their students. Additional emphasis on course SLOs will be made when discussing assignments, exams, and other course materials in order to keep instructors and students focused on SLOs.</p> <p>Because of our uncertainty about the extent to which our students' high scores on our survey assessments are the result of effective teaching or students over-estimating their ability to meet the SLOs, the History Department will begin using direct assessment in the 2012-2013 academic year. History faculty will meet to decide on what types of direct assessment to employ.</p> <p>Direct assessment, spring semester, 2013: no recommended changes or plan of improvements at this time.</p>
7	Description or evidence of dialog among course or program-level faculty about assessment plan and results	<p>On September 16, 2011, members of the History Department met with Sally Demarest, one of Cuesta College's SLOA Coordinators to discuss the assessment process. After meeting with Sally, the members of the History Department met to examine and discuss the results for the history classes that had been assessed. On February 15, 2012, members of the History Department met again with Sally Demarest and also with Greg Baxley, Cuesta College's other SLOA coordinator, to further clarify the assessment process and requirements. Again history faculty met after this meeting to discuss the results of our assessments. On August 15, 2012, three full-time history faculty attended the CPAS workshop in Room 2101 on the San Luis Obispo campus. All full-time history faculty participated in a series of informal discussions that week regarding the relationship between course and program level CPAS.</p> <p>Direct assessment, spring semester, 2013: History Department faculty have had many face-to-face and email discussions about how to implement direct assessment, how to interpret the results, and what to do with the assessment results.</p>

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Course or Program Assessment Summary

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Division: Social Sciences

Program: History

Date: Updated 8-16-12

v. 3 2012

Courses in program, or course: **HIST 210:** History of California

Faculty involved with the assessment and analysis: Lisa DeFraga, Dennis Judd, Anthony Koeninger, Mark Weber

Course-to-program outcome mapping document** is completed Yes X No

1	<p>Student Learning Outcome Statements</p> <p><input type="checkbox"/> Program</p> <p><input checked="" type="checkbox"/> Course</p>	<p>1. Demonstrate basic knowledge and understanding of the history of California from pre-contact native societies through the post World War II era.</p> <p>2. Demonstrate the ability to interpret and analyze primary sources, meaning sources produced by participants in the historical events being studied (such as letters, diaries, speeches, documents).</p> <p>3. Demonstrate the ability to interpret and analyze secondary sources, meaning sources produced by historians studying the past (such as articles, textbooks, and quotations from book-length historical studies).</p> <p>4. Demonstrate knowledge and understanding of the efforts by minority groups to secure unabridged legal, political and economic equality.</p>
2	<p>Assessment Methods Plan (identify assessment instruments, scoring rubrics, SLO mapping diagrams)</p>	<p>As of May, 2012, the History Department has only used survey-based assessment for student learning outcomes (SLOs). Starting in the 2012-2013 academic year the History Department will begin using direct assessment.</p>
3	<p>Assessment Administration Plan (date(s), sample size or selection of course sections, scoring procedures, etc.)</p>	<p>Indirect Assessment: One section of HIST 210 was assessed in the fall semester 2011. The data has been scored and statistically analyzed.</p> <p>Direct Assessment, Spring, 2015, Judd:</p> <p>The first writing assessment was with 25 students employing primary and secondary source analysis writing assignment within an in-class exam. These were timed essay assignments, and they required interpretation of both primary and secondary sources, critical analysis of those sources, and skillful composition of two brief essays with each exam.</p> <p>The second assessment was with 22 students employing primary and secondary source analysis writing assignment within an in-class exam. These were timed essay assignments, and they required interpretation of both primary and secondary sources, critical analysis of those sources, and skillful composition of a two brief essays. These writing assignments correlate with all 4 SLOs. Students are required to complete 4 of these assignments throughout the semester.</p>

4	Assessment Results Summary (summarize Data)	<p>Indirect Assessment: Statistical summaries for the HIST 210 section are on file in MyCuesta Group/History. The assessments demonstrate a high level of student achievement across the SLOs. For each of the four SLOs, 92% of the students judged themselves to be either “fairly well” or “very well” able to meet the SLO.</p> <p>Direct Assessment, Spring 2015, Judd: Source analysis assignments #1 and #2 were analyzed. A maximum of 50 points were possible. The results yielded the following: on assignment #1 the average score was 40.72, and on assignment #2 the average score was 39.5.</p>
5	Discussion of Assessment Procedure and Results, and Effectiveness of Previous Improvement Plans	<p>Indirect Assessment: We are pleased that such a high percentage of students judge themselves to be competent in so many course SLOs. We believe this to be the result of effective teaching. Of course, it may also be that students are over-estimating their ability to meet the SLOs.</p> <p>Direct Assessment, Spring 2015, Judd: The results of the assessment are encouraging. Due to a concentrated effort to meet the SLOs for History 210, and due to a focus on the acquisition of critical thinking skills, historical analysis, and discussion and interpretation of primary and secondary sources, over 90 percent of the students successfully demonstrated that they met the requirements outlined in the four SLOs.</p>
6	Recommended Changes & Plans for Implementation of Improvements	<p>Indirect Assessment: History Department faculty will continue to list SLOs on their syllabi and discuss them with their students. Additional emphasis on course SLOs will be made when discussing assignments, exams, and other course materials in order to keep instructors and students focused on SLOs.</p> <p>Because of our uncertainty about the extent to which our students’ high scores on our survey assessments are the result of effective teaching or students over-estimating their ability to meet the SLOs, the History Department will begin using direct assessment in the 2012-2013 academic year. History faculty will meet to decide on what types of direct assessment to employ.</p> <p>Direct Assessment, Spring 2015, Judd: no recommended changes or plan of improvements at this time.</p>
7	Description or evidence of dialog among course or program-level faculty about assessment plan and results	<p>On September 16, 2011, members of the History Department met with Sally Demarest, one of Cuesta College’s SLOA Coordinators to discuss the assessment process. After meeting with Sally, the members of the History Department met to examine and discuss the results for the history classes that had been assessed. On February 15, 2012, members of the History Department met again with Sally Demarest and also with Greg Baxley, Cuesta College’s other SLOA coordinator, to further clarify the assessment process and requirements. Again history faculty met after this meeting to discuss the results of our assessments. On August 15, 2012, three full-time history faculty attended the CPAS workshop in Room 2101 on the San Luis Obispo campus. All full-time history faculty participated in a series of informal discussions that week regarding the relationship between course and program level CPAS.</p>

		Direct assessment, Spring 2015, Judd: History Department faculty have had many face-to-face and email discussions about how to implement direct assessment, how to interpret the results, and what to do with the assessment results.
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Course or Program Assessment Summary

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Division: Social Sciences

Program: History

Date: Updated 8-16-12

v. 3 2012

Courses in program, or course: **HIST 212** History of the Mexican- American

Faculty involved with the assessment and analysis: Lisa DeFraga, Dennis Judd, Anthony Koeninger, Mark Weber

Course-to-program outcome mapping document** is completed Yes X No

1	<p>Student Learning Outcome Statements</p> <p><input type="checkbox"/> Program</p> <p><input checked="" type="checkbox"/> Course</p>	<p>1. Demonstrate basic knowledge and understanding of Mexican-American history from Mexican roots to the present.</p> <p>2. Demonstrate the ability to interpret and analyze primary sources, meaning sources produced by participants in the historical events being studied (such as letters, diaries, speeches, documents).</p> <p>3. Demonstrate the ability to interpret and analyze secondary sources, meaning sources produced by historians studying the past (such as articles, textbooks, and quotations from book-length historical studies).</p> <p>4. Demonstrate knowledge and understanding of the efforts of Mexican-Americans to secure unabridged political, social, economic, and legal equality.</p>
2	Assessment Methods Plan (identify assessment instruments, scoring rubrics, SLO mapping diagrams)	As of May, 2012, the History Department has only used survey-based assessment for student learning outcomes (SLOs). Starting in the 2012-2013 academic year the History Department will begin using direct assessment.
3	Assessment Administration Plan (date(s), sample size or selection of course sections, scoring procedures, etc.)	One section of HIST 212 was assessed in the fall semester 2011. The data has been scored and statistically analyzed.
4	Assessment Results Summary (summarize Data)	Statistical summaries for the HIST 212 section are on file in MyCuesta Group/History. The assessments demonstrate a high level of student achievement across the SLOs. For each of the four SLOs, 89 - 95%% of the students judged themselves to be either "fairly well" or "very well" able to meet the SLO.
5	Discussion of Assessment Procedure and Results, and Effectiveness of Previous Improvement Plans	We are pleased that such a high percentage of students judge themselves to be competent in so many course SLOs. We believe this to be the result of effective teaching. Of course, it may also be that students are over-estimating their ability to meet the SLOs.

6	Recommended Changes & Plans for Implementation of Improvements	<p>History Department faculty will continue to list SLOs on their syllabi and discuss them with their students. Additional emphasis on course SLOs will be made when discussing assignments, exams, and other course materials in order to keep instructors and students focused on SLOs.</p> <p>Because of our uncertainty about the extent to which our students' high scores on our survey assessments are the result of effective teaching or students over-estimating their ability to meet the SLOs, the History Department will begin using direct assessment in the 2012-2013 academic year. History faculty will meet to decide on what types of direct assessment to employ.</p>
7	Description or evidence of dialog among course or program-level faculty about assessment plan and results	<p>On September 16, 2011, members of the History Department met with Sally Demarest, one of Cuesta College's SLOA Coordinators to discuss the assessment process. After meeting with Sally, the members of the History Department met to examine and discuss the results for the history classes that had been assessed. On February 15, 2012, members of the History Department met again with Sally Demarest and also with Greg Baxley, Cuesta College's other SLOA coordinator, to further clarify the assessment process and requirements. Again history faculty met after this meeting to discuss the results of our assessments. On August 15, 2012, three full-time history faculty attended the CPAS workshop in Room 2101 on the San Luis Obispo campus. All full-time history faculty participated in a series of informal discussions that week regarding the relationship between course and program level CPAS.</p>

****Course and program level outcomes are required by ACCJC to be aligned. Each program needs to complete a program map to show the alignment. See examples of completed CPAS and program mapping documents are available at <http://academic.cuesta.edu/sloa>**

Course or Program Assessment Summary

http://academic.cuesta.edu/sloa/docs/Course_and_Program_Assessment_Summary_F_2011.docx

This form can be used to record SLO assessment plans and results for courses or programs. It is recommended that this document be stored on a group drive, or in MyCuesta.

Division: Social Sciences

Program: History

Date: Updated 8-16-12

v. 3 2012

Courses in program, or course: **HIST 233:** History of the Afro-American

Faculty involved with the assessment and analysis: Lisa DeFraga, Dennis Judd, Anthony Koeninger, Mark Weber

Course-to-program outcome mapping document** is completed Yes X No

1	Student Learning Outcome Statements <input type="checkbox"/> Program <input checked="" type="checkbox"/> Course	1. Demonstrate basic knowledge and understanding of African-American history from its African roots to the present. 2. Demonstrate the ability to interpret and analyze primary sources, meaning sources produced by participants in the historical events being studied (such as letters, diaries, speeches, documents). 3. Demonstrate the ability to interpret and analyze secondary sources, meaning sources produced by historians studying the past (such as articles, textbooks, and quotations from book-length historical studies). 4. Demonstrate knowledge and understanding of the efforts of African-Americans to secure unabridged political, social, economic, and legal equality.
2	Assessment Methods Plan (identify assessment instruments, scoring rubrics, SLO mapping diagrams)	As of May, 2012, the History Department has only used survey-based assessment for student learning outcomes (SLOs). Starting in the 2012-2013 academic year the History Department will begin using direct assessment.
3	Assessment Administration Plan (date(s), sample size or selection of course sections, scoring procedures, etc.)	One section of HIST 233 taught on the San Luis Obispo campus was assessed in the spring semester 2012. The data has been scored and statistically analyzed.
4	Assessment Results Summary (summarize Data)	Statistical summaries for the HIST 233 section are on file in MyCuesta Group/History. The assessments demonstrate a very high level of student achievement across the SLOs. For each of the four SLOs, about 90% of the students judged themselves to be either "fairly well" or "very well" able to meet the SLO.
5	Discussion of Assessment Procedure and Results, and Effectiveness of Previous Improvement Plans	We are pleased that such a high percentage of students judge themselves to be competent in so many course SLOs. We believe this to be the result of effective teaching. Of course, it may also be that students are over-estimating their ability to meet the SLOs.

6	Recommended Changes & Plans for Implementation of Improvements	<p>History Department faculty will continue to list SLOs on their syllabi and discuss them with their students. Additional emphasis on course SLOs will be made when discussing assignments, exams, and other course materials in order to keep instructors and students focused on SLOs.</p> <p>Because of our uncertainty about the extent to which our students' high scores on our survey assessments are the result of effective teaching or students over-estimating their ability to meet the SLOs, the History Department will begin using direct assessment in the 2012-2013 academic year. History faculty will meet to decide on what types of direct assessment to employ.</p>
7	Description or evidence of dialog among course or program-level faculty about assessment plan and results	<p>On September 16, 2011, members of the History Department met with Sally Demarest, one of Cuesta College's SLOA Coordinators to discuss the assessment process. After meeting with Sally, the members of the History Department met to examine and discuss the results for the history classes that had been assessed. On February 15, 2012, members of the History Department met again with Sally Demarest and also with Greg Baxley, Cuesta College's other SLOA coordinator, to further clarify the assessment process and requirements. Again history faculty met after this meeting to discuss the results of our assessments. On August 15, 2012, three full-time history faculty attended the CPAS workshop in Room 2101 on the San Luis Obispo campus. All full-time history faculty participated in a series of informal discussions that week regarding the relationship between course and program level CPAS.</p>

****Course and program level outcomes are required by ACCJC to be aligned. Each program needs to complete a program map to show the alignment. See examples of completed CPAS and program mapping documents are available at <http://academic.cuesta.edu/sloa>**

Course or Program Assessment Summary

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Division: Social Sciences

Program: History

Date: Updated 3/17/15

v. 3 2012

Courses in program, or course: **HIST 237:** History of American Women

Faculty involved with the assessment and analysis: Lisa DeFraga, Dennis Judd, Anthony Koeninger, Mark Weber

Course-to-program outcome mapping document** is completed Yes X No

1	<p>Student Learning Outcome Statements</p> <p><input type="checkbox"/> Program</p> <p><input checked="" type="checkbox"/> Course</p>	<p>1. Demonstrate basic knowledge and understanding of American Women's history from the pre-colonial period to the present.</p> <p>2. Demonstrate the ability to interpret, analyze, and critique primary sources such as diaries, speeches, letters, and oral interviews.</p> <p>3. Demonstrate understanding of the struggles and challenges that women in American have faced obtaining legal, economic, educational, and political equality.</p> <p>4. Demonstrate insight into the position of women today from an examination of women's roles and status in the past.</p>
2	<p>Assessment Methods Plan (identify assessment instruments, scoring rubrics, SLO mapping diagrams)</p>	<p>As of May, 2012, the History Department has only used survey-based assessment for student learning outcomes (SLOs). Starting in the 2012-2013 academic year the History Department will begin using direct assessment.</p>
3	<p>Assessment Administration Plan (date(s), sample size or selection of course sections, scoring procedures, etc.)</p>	<p>One section of HIST 237 was assessed in the fall semester 2011. The data has been scored and statistically analyzed.</p> <p>Direct assessment conducted in Fall 2014.</p>
4	<p>Assessment Results Summary (summarize Data)</p>	<p>Statistical summaries for the HIST 237 section are on file in MyCuesta Group/History. The assessments demonstrate a high level of student achievement across the SLOs. For each of the four SLOs, 87 - 99% of the students judged themselves to be either "fairly well" or "very well" able to meet the SLO.</p> <p>Direct assessment was conducted in the fall of 2014. 25 students were assessed on a research paper assignment that correlated with all four SLOs. 10 students received A grades, 9 students received B grades, 5 C grades, 0 D grades, and 1 F grade. The average score for the research paper assignment was 84.8%.</p>
5	<p>Discussion of Assessment Procedure and Results, and</p>	<p>We are very pleased with assessment results. The strong grades indicate that students are learning and utilizing skills related to; research methods, use of primary and secondary sources, critical thinking, and persuasive writing. All of these skills correlate to both the Course and program goals.</p>

	Effectiveness of Previous Improvement Plans	
6	Recommended Changes & Plans for Implementation of Improvements	<p>History Department faculty will continue to list SLOs on their syllabi and discuss them with their students. Additional emphasis on course SLOs will be made when discussing assignments, exams, and other course materials in order to keep instructors and students focused on SLOs.</p> <p>Because of our uncertainty about the extent to which our students' high scores on our survey assessments are the result of effective teaching or students over-estimating their ability to meet the SLOs, the History Department will begin using direct assessment in the 2012-2013 academic year. History faculty will meet to decide on what types of direct assessment to employ.</p> <p>No recommended changes or plans for implementation of improvements at this time.</p>
7	Description or evidence of dialog among course or program-level faculty about assessment plan and results	<p>On September 16, 2011, members of the History Department met with Sally Demarest, one of Cuesta College's SLOA Coordinators to discuss the assessment process. After meeting with Sally, the members of the History Department met to examine and discuss the results for the history classes that had been assessed. On February 15, 2012, members of the History Department met again with Sally Demarest and also with Greg Baxley, Cuesta College's other SLOA coordinator, to further clarify the assessment process and requirements. Again history faculty met after this meeting to discuss the results of our assessments. On August 15, 2012, three full-time history faculty attended the CPAS workshop in Room 2101 on the San Luis Obispo campus. All full-time history faculty participated in a series of informal discussions that week regarding the relationship between course and program level CPAS.</p> <p>Direct Assessment: Direct assessment spring semester 2015: History Department Faculty have had many face-to-face and email discussions about how to implement direct assessment, how to interpret the results, and what to do with the assessment results.</p>

**Course and program level outcomes are required by ACCJC to be aligned. Each program needs to complete a program map to show the alignment. See examples of completed CPAS and program mapping documents are available at <http://academic.cuesta.edu/sloa>

Course or Program Assessment Summary

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Division: Social Sciences

Program: History

Date: Updated 8-16-12

v. 3 2012

Courses in program, or course: **HIST 239: History of the Role of Women**

Faculty involved with the assessment and analysis: Lisa DeFraga, Dennis Judd, Anthony Koeninger, Mark Weber

Course-to-program outcome mapping document** is completed Yes X No

1	<p>Student Learning Outcome Statements</p> <p><input type="checkbox"/> Program</p> <p><input checked="" type="checkbox"/> Course</p>	<ol style="list-style-type: none"> 1. Demonstrate basic knowledge of women's history from the ancient period to modern times and how women's roles and status have changed in different times and places. 2. Interpret, analyze, and critique primary sources such as diaries, speeches, letters, and oral interviews. 3. Demonstrate understanding of the struggle and challenges that women throughout the world have faced obtaining legal, economic, educational, and political equality. 4. Develop insight into the position of women today from an examination of women's roles and status in the past. 5. Demonstrate an understanding of the role of methodology and historiography in the historical profession.
2	<p>Assessment Methods Plan (identify assessment instruments, scoring rubrics, SLO mapping diagrams)</p>	<p>As of May, 2012, the History Department has only used survey-based assessment for student learning outcomes (SLOs). Starting in the 2012-2013 academic year the History Department will begin using direct assessment.</p>
3	<p>Assessment Administration Plan (date(s), sample size or selection of course sections, scoring procedures, etc.)</p>	<p>Only one section of History 239 is offered each year. Analysis of self-assessment results will be conducted in Spring of 2012, with implementation of changes and plans for improvements taking place in Spring 2013.</p>
4	<p>Assessment Results Summary (summarize Data)</p>	<ol style="list-style-type: none"> 1. Demonstrate basic knowledge of women's history from the ancient period to modern times and how women's roles and status have changed in different times and places.

Answer	Frequency	Percent	Mean: 4.53
Not at all	0	0.00	
Slightly	0	0.00	
Somewhat	0	0.00	
Fairly Well	9	47.37	
Very Well	10	52.63	

2. Interpret, analyze, and critique primary sources such as diaries, speeches, letters, and oral interviews.

Answer	Frequency	Percent	Mean: 4.32
Not at all	0	0.00	
Slightly	0	0.00	
Somewhat	1	5.26	
Fairly Well	11	57.89	
Very Well	7	36.84	

3. Demonstrate understanding of the struggle and challenges that women throughout the world have faced obtaining legal, economic, educational, and political equality.

Answer	Frequency	Percent	Mean: 4.63
Not at all	0	0.00	
Slightly	0	0.00	
Somewhat	2	10.53	
Fairly Well	3	15.79	
Very Well	14	73.68	

		<p>4. Develop insight into the position of women today from an examination of women’s roles and status in the past.</p> <table><tr><th>Answer</th><th>Frequency</th><th>Percent</th><th>Mean: 4.63</th></tr><tr><td>Not at all</td><td>0</td><td>0.00</td><td></td></tr><tr><td>Slightly</td><td>0</td><td>0.00</td><td></td></tr><tr><td>Somewhat</td><td>1</td><td>5.26</td><td></td></tr><tr><td>Fairly Well</td><td>5</td><td>26.32</td><td></td></tr><tr><td>Very Well</td><td>13</td><td>68.42</td><td></td></tr></table> <p>5. Demonstrate an understanding of the role of methodology and historiography in the historical profession.</p> <table><tr><th>Answer</th><th>Frequency</th><th>Percent</th><th>Mean: 4.05</th></tr><tr><td>Not at all</td><td>0</td><td>0.00</td><td></td></tr><tr><td>Slightly</td><td>0</td><td>0.00</td><td></td></tr><tr><td>Somewhat</td><td>3</td><td>15.79</td><td></td></tr><tr><td>Fairly Well</td><td>12</td><td>63.16</td><td></td></tr><tr><td>Very Well</td><td>4</td><td>21.05</td><td></td></tr></table>	Answer	Frequency	Percent	Mean: 4.63	Not at all	0	0.00		Slightly	0	0.00		Somewhat	1	5.26		Fairly Well	5	26.32		Very Well	13	68.42		Answer	Frequency	Percent	Mean: 4.05	Not at all	0	0.00		Slightly	0	0.00		Somewhat	3	15.79		Fairly Well	12	63.16		Very Well	4	21.05	
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5	Discussion of Assessment Procedure and Results, and Effectiveness of Previous Improvement Plans	The responses for Outcomes, 1, 3, and 4 suggest that students are very comfortable with the knowledge they gain about women’s status and challenges in the past, and how those challenges have inspired feminist goals and struggles in the modern era. By examining women across time and place, student are achieving a multicultural perspective on women’s issues, which will strengthen their contributions as citizens of a global community.																																																

6	Recommended Changes & Plans for Implementation of Improvements	<p>History Department faculty will continue to list SLOs on their syllabi and discuss them with their students. Additional emphasis on course SLOs will be made when discussing assignments, exams, and other course materials in order to keep instructors and students focused on SLOs.</p> <p>The lowest means concerned the knowledge and use of primary sources and history methodology. In future classes I will attempt to do more critical analysis of primary documents. This might include group work or comparison of documents written at the same time but with different cultural or socioeconomic perspectives. I also plan to incorporate a specific lecture on methodology and historiography. The students could also compare articles on different sides of a historical debate, in order to understand how an event or person in history could be interpreted or viewed in very different ways.</p>
7	Description or evidence of dialog among course or program-level faculty about assessment plan and results	<p>On September 16, 2011, members of the History Department met with Sally Demarest, one of Cuesta College's SLOA Coordinators to discuss the assessment process. After meeting with Sally, the members of the History Department met to examine and discuss the results for the history classes that had been assessed. On February 15, 2012, members of the History Department met again with Sally Demarest and also with Greg Baxley, Cuesta College's other SLOA coordinator, to further clarify the assessment process and requirements. Again history faculty met after this meeting to discuss the results of our assessments. On August 15, 2012, three full-time history faculty attended the CPAS workshop in Room 2101 on the San Luis Obispo campus. All full-time history faculty participated in a series of informal discussions that week regarding the relationship between course and program level CPAS.</p>

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