

Instructional Comprehensive Program Review: History Department 2023-24 Program Review

Cover

Overview

Program Review Year 2024

Title History Department 2023-24 Program Review

Year of Last Comprehensive Review Fall 2017

Year of Last Mini Update, if applicable

Originator Tirado, Patricia

Area Dean Colleen Calderon

Division

SocSci, Humnt, Arts, & PE

Department

History

Subject

- HIST - History

Is this a review for a degree/certificate or all the courses in the subject?

All Courses

Courses

- HIST 001 - Survey of American History - Active
- HIST 003A - World History to 1500 - Active
- HIST 003B - World History From 1500 - Active
- HIST 010A - Development of Western Culture I - Active
- HIST 010B - Development of Western Culture II - Active
- HIST 014 - Women in American History - Active
- HIST 017A - History of the United States - Historical
- HIST 017B - History of the United States - Active
- HIST 021 - African American History - Active
- HIST 022 - Mexican-American History - Active
- HIST 023 - Asian American History - Historical
- HIST 035 - California History - Active
- HIST 040 - United States Military History - Active
- HIST 045 - Modern America - Historical
- HIST 047 - History of Indigenous Peoples of North America - Active

Co-Contributors

*Co-Contributor must be chosen before proposal is launched

- Hendricks, David
- Narveson, Eric

Overview

Evergreen Valley College guides all students to pathways that reach their educational and career goals through equity-centered, innovative academic programs and support services. By creating a learning environment where everyone feels welcomed and supported, we are committed to a culture of inquiry, growth, and respect that creates an equitable society in which all can participate and prosper.

1.Student-Centered: We provide access to quality and efficient programs and services to ensure student success.

- Access
- Curriculum and programs
- Services

2. Community Engagement: We will transform the college image and enhance partnerships with community, business and educational institutions.

Areas of focus are:

- Increase visibility
- Develop strategic partnerships
- Building campus community

3.Organizational Transformation: We create a trusting environment where everyone is valued and empowered.

Areas of focus are:

- Communication
- Employee development
- Transparent Infrastructure

- **1. Provide a brief summary of your program. Please include a brief history and discuss any factors that been important to the program's development.**

The History program has a full-time faculty of three professors and four associate faculty. The program offers an AA-T and a wide range of curriculum to serve a diverse student body at EVC. The EVC History Department sends the largest single group of transfers within the major to San Jose State University, more than any other community college. In addition to face-to-face courses, the courses offered also support an array of online learning modalities, from asynchronous and synchronous, to hybrid. In the past 15 years the program has expanded from a small core of GE-driven courses. We created new curriculum and expanded our offerings to include new courses that reflect and connect with the diversity of the EVC student body. We have added Women in American History, Mexican American History, Military History, African American History, Native American History, and Asian American History. In Fall 2023 we added a new course on California History. All history faculty are certified to teach as distance education instructors. The History department is proud of reporting course SLOs and being 100% in compliance to analyze how to improve assessments for

student success. Each of our faculty brings a different specialty and emphasis in their teaching. Prof. Narveson emphasizes both European and U.S. courses, as well as the course on Military History. Dr. Hendricks helped to create and teaches the general US History courses as well as African American History, Women's History, and Modern American History. Dr. Tirado teaches the US History courses and has expanded the Department's offerings by teaching Mexican American History, Women's History, and California and Native American History courses. The diversity of our faculty allows us to offer a wide array of courses to serve our student body.

- **2. Please provide an update on the program's progress in achieving the goals (3 years) set during the last comprehensive program review.**

Since the last program review in 2017-2018, the history program identified the follow goals:

- a. Develop an Asian-American History course. Goal was met as the course was developed and successfully passed through the various stages of curriculum checks and balances.
- b. Develop a Music History course.
- c. Modify History 045 to conform with state regulations with the intention of making it an option to History 17B. While it was not practical to modify History 045 to substitute for History 17B, we were able to modify it's curriculum to conform with making the course equivalent to a History 001 course. As such, it can pair with Political Science 1 to fulfill the U.S. Constitution Government, and American Institutions requirement of the CSUs.
- d. The Department needs to promote a full-time hire to replace Professor Nava's impending retirement. Goal was met, as we were able to hire Dr. Tirado as a replacement in 2019.

- **3. Please state and recent accomplishments for your program and show how it contribute to the College's mission and success.**

The history program's successes and changes since its last comprehensive program review include a new full-time instructor with curriculum development and online teaching experience. All history course offerings have been updated to include a DE supplement to meet the legal requirement to offer courses online. Faculty have earned and received their online teaching training and certificates to qualify for online teaching, and others have fulfilled the emergency online training to deliver online instruction to EVC students during the COVID pandemic.

Faculty and associate faculty have created new course offerings to reflect the diverse student body: Asian-American history, Native-American history, California history, and updated the Mexican-American history course outline of record. Faculty have and continue to complete SLO reports for the courses and sections they teach. Faculty continue to serve as chairs and members of campus committees: Curriculum Committee Chair, At-Large Curriculum Committee member, SSHAPE Distance Education Committee representative, members of the Women and Gender Studies Program Advisory Board, Liaison to the JEWL Oral History Center, EVC Votes, Herstory Committee, Constitution Day Planning, Archives Committee Chair, Professional Recognition Committee Chair,

ASCCC Standards and Practices Committee, District Academic Senate President, SSHAPE Division Academic Senate representative, SSHAPE Division Budget Committee representative, ASCCC Curriculum Committee and ASCCC Resolutions Committee.

- **4. If you received resource allocation for your last program review cycle, please indicate the resources you received and how these resources were utilized to impact student success and / or importance to your program. (The resources can be personnel or fiscal)**

N/A

- **5. Please describe where you would like your program to be three years from now (program goals) and how these support the college mission, strategic initiatives and student success.**

The History program goals support the college mission with an ongoing student-centered approach, encouraging community engagement, and supporting organizational transformation.

The program's student-centered approach goals will focus on student access to courses through a variety of modalities: face-to-face and online learning, in addition to a vibrant curriculum offering that reflects student diversity. Faculty are encouraged to regularly update and develop courses that will be relevant to the diversity of EVC's student body and support students' accessibility through a variety of campus student services and programs.

Through a variety of on and off campus events, the History department will contribute to the visibility of EVC's image of diversity and inclusion, increase partnerships with on campus programs and academic disciplines which will build the campus community and campus relationships.

The History department's commitment to communication, employee development and transparency will be demonstrated through faculty engagement, service, and participation on campus by fulfilling faculty obligations, individually and collectively, and collaborating and networking with colleagues in events and on campus committees.

The Department has a wide selection of courses that we currently offer. On the horizon there will be some significant challenges associated with AB 928 and the adoption of Cal-GETC. Since the new requirements effectively eliminates the requirement that students take 2 History courses to fulfill the American Government, Constitution, and American Institutions. As a result, we will need to evaluate the effect on the pattern on our offerings and determine how to adjust.

Program Set Standards

Overall, EVC's Institution Set Standard for success rate is 72%, and the aspirational goal for student success is 75%.

Success Rate (completion with "C" or better)	Program	EVC	Program Set Standard (established during last comprehensive PR)	Program Success Goal (new)
F'16-F'22 average		72.31%		

Courses with no Degree or Certification

HIST 001 - Survey of American History

Created: 10/16/2017

****Modify Course****

Originator: David Hendricks

HIST 003A - World History to 1500

Created: 09/28/2021

****Modify Course****

Originator: Eric Narveson

HIST 003B - World History From 1500

Created: 09/28/2021

****Modify Course****

Originator: Eric Narveson

HIST 010A - Development of Western Culture I

Created: 04/04/2022

****Modify Course****

Originator: Eric Narveson

HIST 010B - Development of Western Culture II

Created: 04/04/2022

****Modify Course****

Originator: Eric Narveson

HIST 014 - Women in American History

Created: 09/07/2022

****Modify Course****

Originator: David Hendricks

HIST 017A - History of the United States

Created: 02/13/2018

****Modify Course****

Originator: David Hendricks

HIST 017B - History of the United States

Created: 02/13/2018

****Modify Course****

Originator: David Hendricks

HIST 021 - African American History

Created: 09/01/2022

****Modify Course****

Originator: David Hendricks

HIST 022 - Mexican-American History

Created: 09/14/2022

****Create / Modify DE Course****

Originator: Patricia Tirado

HIST 023 - Asian American History

Created: 09/17/2018

****New Course****

Originator: Hai Nguyen

HIST 035 - California History

Created: 01/30/2020

****New Course****

Originator: Patricia Tirado

HIST 040 - United States Military History

Created: 04/04/2022

****Modify Course****

Originator: Eric Narveson

HIST 045 - Modern America

Created: 09/21/2020

****Modify Course****

Originator: David Hendricks

HIST 047 - History of Indigenous Peoples of North America

Created: 03/18/2021

****New Course****

Originator: Patricia Tirado

Program Success Rate 66.65

Program Set Standard: It is recommended that programs identify a success standard. This standard should reflect the baseline success rate.

Program Set Standard 60.00

Recommendation: 90% of the 6 year average success rate could be your program standard (average x 0.9).

Program Success Goal: It is recommended that programs identify a success goal. This goal should reflect the success rate to which your program aspires.

Program Success Goal 63.00

Success Rates: Measures by IPEDs Race/Ethnicity

- American Indian: 91 - 75.500%**

Program Average Total Enrolled

5.000

Program Success Rate

68.450

- **Asian: 9182 - 79.970%**

Program Average Total Enrolled

399.000

Program Success Rate

74.630

- **Black or African American: 455 - 61.770%**

Program Average Total Enrolled

22.000

Program Success Rate

60.810

- **Hawaiian/Pacific Islander: 85 - 62.970%**

Program Average Total Enrolled

6.000

Program Success Rate

55.130

- **Latinx: 8952 - 64.890%**

Program Average Total Enrolled

559.000

Program Success Rate

61.050

- **Two or More Races: 609 - 70.560%**

Program Average Total Enrolled

38.000

Program Success Rate

65.360

- **Unknown: 1397 - 72.850%**

Program Average Total Enrolled

69.000

Program Success Rate

67.920

- **White: 1207 - 73.590%**

Program Average Total Enrolled

73.000

Program Success Rate

69.590

Success Rates: Measures by Gender

- **Female: 12034 - 74.070%**
Program Average Total Enrolled
602.000
Program Success Rate
68.160
- **Male: 9868 - 70.160%**
Program Average Total Enrolled
564.000
Program Success Rate
65.130
- **No Value Entered: 76 - 72.420%**
Program Average Total Enrolled
4.000
Program Success Rate
51.230

Success Rates: Measures by Age

- **17 & Below: 791 - 87.140%**
Program Average Total Enrolled
17.000
Program Success Rate
83.440
- **18-24: 14936 - 69.850%**
Program Average Total Enrolled
952.000
Program Success Rate
66.120
- **25-39: 4313 - 75.310%**
Program Average Total Enrolled
158.000
Program Success Rate
68.110
- **40 & Over: 1929 - 78.380%**
Program Average Total Enrolled
43.000
Program Success Rate
66.590
- **Unknown: 11 - 65.690%**
Program Average Total Enrolled

1.000

Program Success Rate

20.000

- a. With respect to disaggregated success rates, list any equity gaps that are identified and discuss interventions your program will implement to address these equity gaps? Please include a timeline of implementation and reassessment.**

The equity gaps that are shown in the data reflect the following demographics: Black or African American with 22 students at 60.81%, Hawaiian/Pacific Islander with 6 students at 55.13%, Latinx with 559 students at 61.05%, and Two or More Races with 38 students at 65.36%. Although the demographic of two or more races falls just short under the program success rate of 66.65%, the history department is committed to bring this demographic success to meet the expectations of program success rate and goal, however identifying these students in the classroom may be difficult, but in general, faculty would need to identify students in general who may need counseling and tutoring, and academic support to be successful in the classroom. Black or African American Students, Latinx, and Hawaiian and Pacific Islander students will be guided to academic resources on campus to aid them in succeeding in the classroom and course work. The data for gender and age shows students in general meeting the success rate of the program. Any slight deviation from the success rate of the program, the same effort in directing students to all academic resources on campus should be made. We will review data of success during the next program review. While the Department success rate of 66.65% is below the overall campus success rate, it is above our Department goal of at least 60%. Since our Department requires significant reading and writing in our assignments (as per discipline standards), and since we do not have any English course prerequisites, our courses tend to have a lower success rate than that of the overall campus. However, we have made significant efforts to modify the evaluation standards to be more accommodating to our ESL students. This is reflected in our success rate. We had set a goal of 63% and were able to exceed that by 3%, indicating that we are on the right track. The Department will meet every semester to set goals and adjust our implementation as necessary.

- b. With respect to disaggregated success rates (ethnicity / race, gender and age), discuss student performance in reaching your program set standard for student success as well as reaching the program success goal.**

Students across the ages and gender in general met the success rate of 66.65% for the history program. There is a minimal deviation from the success rate, for instance, male students' success rate is 65.13%, and students in the age range 18-24 and 40 and over success rates were 66.12% and 66.59%.

Success rates for race and ethnicity demographics for American Indian 68.45%, Asian 74.63%, White 69.59% demonstrate that overall, students in the history program are succeeding and this reflects the success of faculty and their expertise in their discipline and areas of teaching history.

Of moderate concern is the success rates for our Latinx and African American students. The rate of success for our Latinx students was just over 61% and for our African American students it was 60.8%. While each is above our overall success rate, we are looking to enhance each. The gap is within the margin or error and for our African American students and was close to our program goal of 63%. We will be meeting regularly as a department to discuss these differential results.

- **c. If your program offers course sections fully online, please contact the office of Research, Planning and Institutional Effectiveness to obtain a student success report on the online sections. Address any differences in student success rates between fully online courses and classroom courses.**

We did not observe or notice any fundamental or meaningful differences between the success in our online versus in-person courses.

Our overall success rate for our courses was 66.65% While we were not provided with the specific data, our full-time instructors have noted very little difference in the overall performance and success between the modalities. What we have noticed is a higher attrition rate for our online sections, which may be artificially enhancing the overall final success rate for these sections.

Program Awards - If Applicable

If the classes in your program lead to a degree or certificate, please visit the DataMart and indicate how many degrees/certificates were awarded in your program:

**http://datamart.cccco.edu/Outcomes/Program_Awards.aspx
(http://datamart.cccco.edu/Outcomes/Program_Awards.aspx)**

You will need to select drop down menus and then “select program type by major of study” (for example, select Legal for paralegal studies).

Then at the bottom of the report, select the box “program type- four digits TOP”, then update report to get program specific information.

Degree Type

- **AA-T**

Number of Awards (Examine 2018-19, 2019-20 data, 2020-21 data and 2021-22 data)

64

Discussion

The History Department has awarded 64 AA-T degrees from 2018-23.

2018-19 = 17

2019-20 = 11

2020-21 = 6

2021-22 = 6

2022-23 = 7

While the awarded AA-T degree numbers have declined there are several reasons for that. A relevant factor in the decline in 2020 is the COVID pandemic for the last four years through 2022.

Transitioning to 100% online for each course was a process, in addition to faculty needing to become

certified online educators. Also, it is fair to infer that not all students during the pandemic desired online learning, and many prefer face-to-face courses, causing students to step away from their educational plans, these factors can be attributed to the decline in awarded AA-T degrees.

Another factor is the number of sections and course being allowed to be offered, and the cancelation of sections, which negatively impacts students access to the courses they need and desire to complete a history AA-T degree. Historically, (since at least 2005) the History Department has been allowed to only offer a finite number of sections per any one semester. Since we fulfill a General Education requirement, nearly all of our sections allotted to us are for these GE offerings. Ever since we have offered the AA-T degree, that allotment of sections has not changed, making it difficult for students in the major to meet all the requirements that are not both major courses and GE courses, like 17A & 17B as well as 10A & 10B.

Student Enrollment Types

Student Enrollment Type: Day or Evening Student

- **Day: 4505 - 50.500%**

Program Average Headcount
672.000

Program Percentage of Total
59.300
- **Day & Evening: 2656 - 29.800%**

Program Average Headcount
319.000

Program Percentage of Total
28.200
- **Evening: 951 - 10.700%**

Program Average Headcount
48.000

Program Percentage of Total
4.200
- **Unknown: 807 - 9.000%**

Program Average Headcount
94.000

Program Percentage of Total
8.300

Student Enrollment Type: Academic Load

- **Full Time: 2919 - 32.700%**

Program Average Headcount

592.000

Program Percentage of Total

50.600

- **Half Time or less than half time: 5843 - 65.500%**

Program Average Headcount

531.000

Program Percentage of Total

45.400

- **a. Discuss any changes in program enrollment types (day vs evening, full-time vs part-time) since your last program review?**

Day enrollment: 672

Day and Evening: 319

Evening: 48

Unknown: 94

Academic Load:

Full Time: 592/50.6% (EVC 2919/32.7%)

Half Time or Less: 531/45.4% (EVC 5843/65.5%)

There are several challenges to evaluating the trends in our offerings. In the last few years during the pandemic, our in-person and nighttime courses were dramatically less than in prior years. We are now beginning to see more students returning to campus, yet roughly 2/3 of our courses are still online. However, as we reestablish our in-person courses, we are seeing also a return to night courses as well as our day course. In addition to the difficulties in evaluating the meaning of these changes, there also is the challenge of the recent phenomena of phantom students. Since many bots are being enrolled, we cannot with any certainty know what our genuine enrollment patterns are as we reestablish our campus courses.

- **b. Discuss how do your program enrollments (Pct of total) compare to EVC?**

The History Department's enrollments is comparable to EVC overall numbers. The history department's percentage to EVC for day enrollment actually exceeds that of EVC by approximately 9.0%.

The data, percentage, for day and evening, evening, and unknown is similar to EVC, and meets expectations of the college.

The academic load data shows the History Department exceeds the data of EVC. That a higher proportion of students who take History courses tend to be associated with a Full Time load may reflect that these students are pursuing degrees that require general education courses. However,

without any polling data from the students, any conclusions to explain the discrepancy would be speculative. However, the high percentage of Full Time students taking History courses underscores the necessity of maintaining sufficient sections to accommodate the demand by Full Time students.

Percent of total:

Day enrollment: 672/59.3% - EVC 4505/50.5%

Day and Evening: 319/28.2% -EVC 2656/29.8%

Evening: 48/4.2% - EVC 951/10.7%

Unknown: 94/8.3 - EVC 807/9.0%

Academic Load:

Full Time: 592/50.6% (EVC 2919/32.7%)

Half Time or Less: 531/45.4% (EVC 5843/65.5%)

- **c. Based on the data, would you recommend any changes?**

At present there appears to be no necessity for any changes. If anything, the data support maintaining, and even expanding the number of History sections to accommodate the needs of Full Time students. Since a high proportion of students taking History also are Full Time students, there is a need to accommodate them. Full Time students are more time sensitive as they are trying to complete their degrees as efficiently as possible. Hence, anything that undermines their path will make the college less attractive to students who are intent on completing their degrees efficiently. One recommendation would be to modify the criteria used when considering canceling History sections since doing so disproportionately inconveniences our Full Time students.

Student Demographics - Headcount

Student Demographic: Gender

- **Female: 4914 - 55.170%**

Program Headcount

586.000

Program Percentage of Total

51.740

- **Male: 3965 - 44.400%**

Program Headcount

545.000

Program Percentage of Total

47.970

- **No Value Entered: 38 - 0.430%**

Program Headcount

4.000

Program Percentage of Total

0.310

Student Demographic: Age

- **17 & Below: 517 - 5.810%**

Program Headcount

16.000

Program Percentage of Total

1.440

- **18-24: 5364 - 60.090%**

Program Headcount

925.000

Program Percentage of Total

81.630

- **25-39: 2101 - 23.600%**

Program Headcount

152.000

Program Percentage of Total

13.380

- **40 & Over: 931 - 10.440%**

Program Headcount

40.000

Program Percentage of Total

3.520

- **Unknown: 6 - 0.060%**

Program Headcount

1.000

Program Percentage of Total

0.100

Student Demographic: Race/Ethnicity (IPEDs Classification)

- **American Indian: 35 - 0.390%**

Program Headcount

5.000

Program Percentage of Total

0.400

- **Asian: 3634 - 40.800%**

Program Headcount

385.000

Program Percentage of Total

33.980

- **Black or African American: 205 - 2.310%**

Program Headcount

21.000

Program Percentage of Total

1.840

- **Hawaiian/Pacific Islander: 33 - 0.360%**

Program Headcount

5.000

Program Percentage of Total

0.470

- **Latinx: 3608 - 40.490%**

Program Headcount

545.000

Program Percentage of Total

48.340

- **Two or More Races: 248 - 2.800%**

Program Headcount

36.000

Program Percentage of Total

3.160

- **Unknown: 598 - 6.590%**

Program Headcount

67.000

Program Percentage of Total

5.740

- **White: 556 - 6.260%**

Program Headcount

70.000

Program Percentage of Total

6.130

- a. Based on the program total headcount and percent change year to year, discuss if your program growing or declining. If so, what do you attribute these changes in enrollment to and what changes will the program implement to address them?**

Total headcount and percentage change reflect the same changes experienced by the college prior to and during the Covid pandemic years. In the last few years we have been given a set number of sections, despite demand. This has been particularly problematic in the last two years as our offerings have been limited. For instance, our Fall 2023 offerings were several sections short of what we were allowed to offer in 2022. Our 2024 Spring Intersession offerings were half of what we were allowed to offer in Intersession 2023. We are not in a position to grow as a Department and have done our best to operate within the parameters set by the Administration.

Female 586

Male 545

Age

17 and below 16

18-24 925

25-39 152

40+ 40

- b. Discuss any gaps have you identified in your program. Discuss how your program enrollment is similar or different from the campus. Discuss which gender, age, and/or ethnic group are proportionally smaller than campus make up.**

The History program's demographics closely mirrors the overall campus demographics. This is to be expected since nearly all students who take history courses take them for GE requirements.

The one variance is reflected in the different age categories. For those in the 18-24 year old category, we have a proportionally high rate of participation in our courses. Conversely, those in the youngest age category and the older age categories take our courses at lower rates. This reflects a few phenomena. With the younger students, they are generally part of a middle college program. Since their high schools teach their History requirement, they don't end up in our sections. Meanwhile, those on the older end often have already taken their History requirements and don't need them at the same rate.

- c. Discuss what interventions the program can implement to address any gaps in enrollment.**

No intervention needed, as there are few gaps identified. Although, some adjustments to the degree might be possible in the interests of diversity, such as offering a history course for each major ethnic group which we have developed for the voices in history for these demographics.

In terms of our enrollment gaps for Asian Americans, one reason is the trend for Asian American students to take their History 001 and Political Science 001 courses rather than the combination of History 17A and 17B. This cuts the headcount for Asian students in half compared to other

populations that tend to take the 17A and 17B path. Meanwhile, our Latinx populations seem to take the History 17A and 17B combination at higher rates, thus accounting for their numbers.

Institutional Effectiveness (6.5 year average)

EVC Capacity: 61.69% EVC Productivity: 14.27

Program Capacity

69.80

Program Productivity

21.66

Is your capacity rate higher or lower than the campus?

Higher

Is your productivity goal higher or lower than the campus?

Higher

If the program capacity and/or productivity is lower than the campus, please provide rationale

N/A

Curriculum

Related Assessments

History 001 Adjuncts- Created: 03/01/2023 New Section Level SLO Assessment Report Originator: David Hendricks (/Form/Module/Index/3298)

HIST 001- Created: 02/25/2023 New Section Level SLO Assessment Report Originator: Eric Narveson (/Form/Module/Index/3244)

HIST 001- Created: 11/30/2021 New Section Level SLO Assessment Report Originator: Eric Narveson (/Form/Module/Index/1946)

HIST 001- Created: 02/25/2023 New Section Level SLO Assessment Report Originator: Eric Narveson (/Form/Module/Index/3245)

HIST 001- Created: 02/25/2023 New Section Level SLO Assessment Report Originator: Eric Narveson (/Form/Module/Index/3246)

HIST 001- Created: 06/06/2022 New Section Level SLO Assessment Report Originator: Eric Narveson (/Form/Module/Index/2599)

HIST 001- Created: 11/30/2021 New Section Level SLO Assessment Report Originator: Eric Narveson (/Form/Module/Index/1948)

HIST 001- Created: 11/30/2021 New Section Level SLO Assessment Report Originator: Eric Narveson (/Form/Module/Index/1950)

World History to 1500- Created: 05/03/2023 New Section Level SLO Assessment Report Originator: Eric Narveson (/Form/Module/Index/3509)

World History since 1500- Created: 05/03/2023 New Section Level SLO Assessment Report Originator: Eric Narveson (/Form/Module/Index/3510)

Development of Western Culture- Created: 11/27/2023 New Section Level SLO Assessment Report Originator: Eric Narveson (/Form/Module/Index/5085)

History 17A Fall 2021- Created: 01/30/2022 New Section Level SLO Assessment Report Originator: David Hendricks (/Form/Module/Index/2226)

History 17A Intersession 2022- Created: 01/30/2022 New Section Level SLO Assessment Report Originator: David Hendricks (/Form/Module/Index/2231)

History 17A Spring 2021- Created: 10/23/2021 New Section Level SLO Assessment Report Originator: David Hendricks (/Form/Module/Index/1698)

HIST 017A- Created: 11/30/2021 New Section Level SLO Assessment Report Originator: Eric Narveson (/Form/Module/Index/1954)

HIST 017A- Created: 10/07/2021 New Section Level SLO Assessment Report Originator: Eric Narveson (/Form/Module/Index/1506)

HIST 017A- Created: 10/07/2021 New Section Level SLO Assessment Report Originator: Eric Narveson (/Form/Module/Index/1507)

Fall 2021 and Spring 2022 Intersession - Created: 01/28/2022 New Section Level SLO Assessment Report Originator: Patricia Tirado (/Form/Module/Index/2213)

test- Created: 10/07/2021 New Section Level SLO Assessment Report Originator: Patricia Tirado (/Form/Module/Index/1504)

History 17A- Created: 10/07/2021 New Section Level SLO Assessment Report Originator: Patricia Tirado (/Form/Module/Index/1509)

17A-202- Created: 10/17/2021 New Section Level SLO Assessment Report Originator: Patricia Tirado (/Form/Module/Index/1618)

H017A FA19 SLO Assessment- Created: 02/19/2020 New Section Level SLO Assessment Report Originator: David Hendricks (/Form/Module/Index/314)

H017A FA19- Created: 02/19/2020 New Section Level SLO Assessment Report Originator: David Hendricks (/Form/Module/Index/315)

H017A FA19- Created: 02/19/2020 New Section Level SLO Assessment Report Originator: David Hendricks (/Form/Module/Index/316)

History 17B Fall 2021- Created: 01/30/2022 New Section Level SLO Assessment Report Originator: David Hendricks (/Form/Module/Index/2229)

History 17B Spring 2021- Created: 10/23/2021 New Section Level SLO Assessment Report Originator: David Hendricks (/Form/Module/Index/1697)

HIST 017B- Created: 11/30/2021 New Section Level SLO Assessment Report Originator: Eric Narveson (/Form/Module/Index/1955)

HIST 017B- Created: 02/25/2023 New Section Level SLO Assessment Report Originator: Eric Narveson (/Form/Module/Index/3240)

HIST 017B- Created: 02/25/2023 New Section Level SLO Assessment Report Originator: Eric Narveson (/Form/Module/Index/3242)

HIST 017B- Created: 06/06/2022 New Section Level SLO Assessment Report Originator: Eric Narveson (/Form/Module/Index/2598)

HIST 017B- Created: 11/30/2021 New Section Level SLO Assessment Report Originator: Eric Narveson (/Form/Module/Index/1959)

HIST 017B- Created: 11/30/2021 New Section Level SLO Assessment Report Originator: Eric Narveson (/Form/Module/Index/1957)

SLO Report Fall 2021 and spring intersession 2022- Created: 01/31/2022 New Section Level SLO Assessment Report Originator: Patricia Tirado (/Form/Module/Index/2238)

History 17B-209- Created: 10/17/2021 New Section Level SLO Assessment Report Originator: Patricia Tirado (/Form/Module/Index/1616)

History 17B- Created: 11/01/2021 New Section Level SLO Assessment Report Originator: Patricia Tirado (/Form/Module/Index/1772)

History 45- Created: 10/01/2021 New Section Level SLO Assessment Report Originator: David Hendricks (/Form/Module/Index/1474)

- **1. Identify and updates to curriculum since the last comprehensive program review, including and new programs and indicate the 6-year timeline for scheduled course outline revision. For CTE, the time line is 2 year.**

Since the last program review the history department has created multiple new courses and updated courses that required it. The history department currently needs to update its degree.

In the last few years we have updated:

History 001 (2019)

History 003A (2022)

History 003B (2022)

History 10A (2023)

History 10B (2023)

History 14 (2022)

History 17A (2024 -- in review)

History 17B (2019)

History 21 (2022)

History 22 (2022)

History 23 (2021)

History 35 (2021)

History 40 (2022)

History 45 (2022)

History 47 (2022)

We will begin our next round of updates as they become due within 6 years of the most previous update. History 001 and 17B will be the first to be updated in 2025.

- **2. Identify all the courses offered in the program and describe how these courses remain relevant in the discipline. For courses your program has not offered in the past two years, please discuss a plan on how to deal with these courses (if your program is not going to deactivate these courses, please explain why).**

HIST 001 - Survey of American History (Active)
(<https://evc.curricunet.com/Form/Course/Index/3382>)

HIST 003A - World History to 1500 (Active)
(<https://evc.curricunet.com/Form/Course/Index/4640>)

HIST 003B - World History From 1500 (Active)

(<https://evc.curricunet.com/Form/Course/Index/4654>)

HIST 010A - Development of Western Culture I (Active)

(<https://evc.curricunet.com/Form/Course/Index/4927>)

HIST 010B - Development of Western Culture II (Active)

(<https://evc.curricunet.com/Form/Course/Index/4928>)

HIST 014 - Women in American History (Active)

(<https://evc.curricunet.com/Form/Course/Index/5209>)

HIST 017A - History of the United States (Active)

(<https://evc.curricunet.com/Form/Course/Index/3419>)

HIST 017B - History of the United States (Active)

(<https://evc.curricunet.com/Form/Course/Index/3420>)

HIST 021 - African American History (Active)

(<https://evc.curricunet.com/Form/Course/Index/5190>)

HIST 022 - Mexican-American History (Active)

(<https://evc.curricunet.com/Form/Course/Index/5235>)

HIST 023 - Asian American History (Active)

(<https://evc.curricunet.com/Form/Course/Index/3523>) Not offered yet.

HIST 035 - California History (Active)

(<https://evc.curricunet.com/Form/Course/Index/3798>) Spring 2024

HIST 040 - United States Military History (Active)

(<https://evc.curricunet.com/Form/Course/Index/4926>)

HIST 045 - Modern America (Active) (<https://evc.curricunet.com/Form/Course/Index/4155>)

HIST 047 - History of Indigenous Peoples of North America (Active)

(<https://evc.curricunet.com/Form/Course/Index/4444>) Not offered yet.

All of our active courses remain relevant to the Discipline. As a community college History Department, we make sure that the courses that we create and teach have corollaries at the university level, particularly at the CSU and UC campuses where our students transfer. This ensures that the courses that we offer will be accepted at those institutions.

- **3. If you have a degree or certificate, please include a diagram of your program's guided pathways program map. (A program map indicates courses suggested for each semester, across two years, upon completion a student would qualify for a degree/certificate).**

A guided pathway program map is being developed for the degree update.

The History AA-T is being rewritten to include the most recently added courses. This rewrite will include a guided pathway diagram.

- **4. Identify and describe innovative strategies or pedagogy your department/program developed/offered to maximize student learning and success. How did they impact student learning and success?**

Since 2020 the history department has updated all history courses with DE supplements for online learning. Every history course can be taught online to accommodate online learners who cannot be on campus. Our courses can be delivered online and face-to-face. With the increasing competence of our department members in online teaching, we have seen an increase in our overall student success rate. Whereas prior to 2020, our student success rate ranged from 57% to 72%, depending on semester, from 2020 onward the student success rate has ranged from 64% to 74%. With greater choice in format for our students, they have thrived.

We also have begun to experiment with using zero cost textbooks for some of our sections for which this option exists. This is still in its infancy, so as yet we have no comprehensive data to evaluate the overall influence on student success. The early response from students seems positive.

Our department emphasizes critical thinking and writing. As such, our faculty require extensive writing and analysis. As a result, students who take History are better prepared for other courses that also require written analysis. Through anecdotal evidence, we have learned that our methodology sets up our students for success at the university level. This success is particularly acute in our History students who go on to declare as History majors. As a result of our program's emphasis on writing and analysis, we have become this single largest source of transfer History majors to San Jose State University.

- **5. Discuss plans for future curricular development and/or program degrees & certificates included) modification.**

The History Department currently is updating our History degree. A number of courses that were options for our electives are no longer taught. In addition, we have had to deactivate two History courses for which we lacked an instructor with sufficient specialty expertise. Overall these are minor changes that are necessary to keep our degree current with the campus offerings.

We have responded to the shifting campus demographics and have added and updated courses in order to reflect the campus population. For instance, we recently added California History to our stable of courses and updated the curriculum for Mexican American History. We also have added Asian American History and Native American History. While we would love to expand our offerings further, doing so would necessitate adding more sections and adding an additional full-time faculty member in History. Given the recent cutbacks in section numbers, this seems unlikely for the present.

- **6. Describe how your program is articulated with High School Districts, and/or other four year institutions. (Include articulation agreements, CID, ADTs...)**

Currently our courses are not articulated with the local high schools. While we have discussed doing so as a possibility, there seems to be little interest on the part of the high schools to allow their students to take coursework at other institutions. Should there be greater interest in expanding dual-

enrollment options, we would be most welcome to exploring the mechanics of how to make such partnerships work.

In contrast, all of our courses are articulated for acceptance to the CSUs and UCs. Our U.S. History courses (History 17A and 17B), Western Civilization courses (History 10A and 10B) and World History courses (History 3A and 3B) are linked to CID numbers.

Our History AAT degree is accepted for transfer to CSU campuses.

We have a wide array of courses that can be used to fulfill the CSU US History, Constitution, and American Ideals requirement. These include History 1, History 14, History 17A and 17B, History 21, History 22, History 45.

- **7. If external accreditation or certification is required, please state the certifying agency and status of the program.**

N/A

Student Learning Outcome and Assessment

Related Assessments

History 001 Adjuncts- Created: 03/01/2023 New Section Level SLO Assessment Report Originator: David Hendricks (/Form/Module/Index/3298)

HIST 001- Created: 02/25/2023 New Section Level SLO Assessment Report Originator: Eric Narveson (/Form/Module/Index/3244)

HIST 001- Created: 11/30/2021 New Section Level SLO Assessment Report Originator: Eric Narveson (/Form/Module/Index/1946)

HIST 001- Created: 02/25/2023 New Section Level SLO Assessment Report Originator: Eric Narveson (/Form/Module/Index/3245)

HIST 001- Created: 02/25/2023 New Section Level SLO Assessment Report Originator: Eric Narveson (/Form/Module/Index/3246)

HIST 001- Created: 06/06/2022 New Section Level SLO Assessment Report Originator: Eric Narveson (/Form/Module/Index/2599)

HIST 001- Created: 11/30/2021 New Section Level SLO Assessment Report Originator: Eric Narveson (/Form/Module/Index/1948)

HIST 001- Created: 11/30/2021 New Section Level SLO Assessment Report Originator: Eric Narveson (/Form/Module/Index/1950)

World History to 1500- Created: 05/03/2023 New Section Level SLO Assessment Report Originator: Eric Narveson (/Form/Module/Index/3509)

World History since 1500- Created: 05/03/2023 New Section Level SLO Assessment Report Originator: Eric Narveson (/Form/Module/Index/3510)

Development of Western Culture- Created: 11/27/2023 New Section Level SLO Assessment Report Originator: Eric Narveson (/Form/Module/Index/5085)

History 17A Fall 2021- Created: 01/30/2022 New Section Level SLO Assessment Report Originator: David Hendricks (/Form/Module/Index/2226)

History 17A Intersession 2022- Created: 01/30/2022 New Section Level SLO Assessment Report Originator: David Hendricks (/Form/Module/Index/2231)

History 17A Spring 2021- Created: 10/23/2021 New Section Level SLO Assessment Report Originator: David Hendricks (/Form/Module/Index/1698)

HIST 017A- Created: 11/30/2021 New Section Level SLO Assessment Report Originator: Eric Narveson (/Form/Module/Index/1954)

HIST 017A- Created: 10/07/2021 New Section Level SLO Assessment Report Originator: Eric Narveson (/Form/Module/Index/1506)

HIST 017A- Created: 10/07/2021 New Section Level SLO Assessment Report Originator: Eric Narveson (/Form/Module/Index/1507)

Fall 2021 and Spring 2022 Intersession - Created: 01/28/2022 New Section Level SLO Assessment Report Originator: Patricia Tirado (/Form/Module/Index/2213)

test- Created: 10/07/2021 New Section Level SLO Assessment Report Originator: Patricia Tirado (/Form/Module/Index/1504)

History 17A- Created: 10/07/2021 New Section Level SLO Assessment Report Originator: Patricia Tirado (/Form/Module/Index/1509)

17A-202- Created: 10/17/2021 New Section Level SLO Assessment Report Originator: Patricia Tirado (/Form/Module/Index/1618)

H017A FA19 SLO Assessment- Created: 02/19/2020 New Section Level SLO Assessment Report Originator: David Hendricks (/Form/Module/Index/314)

H017A FA19- Created: 02/19/2020 New Section Level SLO Assessment Report Originator: David Hendricks (/Form/Module/Index/315)

H017A FA19- Created: 02/19/2020 New Section Level SLO Assessment Report Originator: David Hendricks (/Form/Module/Index/316)

History 17B Fall 2021- Created: 01/30/2022 New Section Level SLO Assessment Report Originator: David Hendricks (/Form/Module/Index/2229)

History 17B Spring 2021- Created: 10/23/2021 New Section Level SLO Assessment Report Originator: David Hendricks (/Form/Module/Index/1697)

HIST 017B- Created: 11/30/2021 New Section Level SLO Assessment Report Originator: Eric Narveson (/Form/Module/Index/1955)

HIST 017B- Created: 02/25/2023 New Section Level SLO Assessment Report Originator: Eric Narveson (/Form/Module/Index/3240)

HIST 017B- Created: 02/25/2023 New Section Level SLO Assessment Report Originator: Eric Narveson (/Form/Module/Index/3242)

HIST 017B- Created: 06/06/2022 New Section Level SLO Assessment Report Originator: Eric Narveson (/Form/Module/Index/2598)

HIST 017B- Created: 11/30/2021 New Section Level SLO Assessment Report Originator: Eric Narveson (/Form/Module/Index/1959)

HIST 017B- Created: 11/30/2021 New Section Level SLO Assessment Report Originator: Eric Narveson (/Form/Module/Index/1957)

SLO Report Fall 2021 and spring intersession 2022- Created: 01/31/2022 New Section Level SLO Assessment Report Originator: Patricia Tirado (/Form/Module/Index/2238)

History 17B-209- Created: 10/17/2021 New Section Level SLO Assessment Report Originator: Patricia Tirado (/Form/Module/Index/1616)

History 17B- Created: 11/01/2021 New Section Level SLO Assessment Report Originator: Patricia Tirado (/Form/Module/Index/1772)

History 45- Created: 10/01/2021 New Section Level SLO Assessment Report Originator: David Hendricks (/Form/Module/Index/1474)

Student Learning Outcomes

HIST 001 - Survey of American History - Critically evaluate the cultural, economic, diplomatic, political, and constitutional history of the United States. (Active)

HIST 001 - Survey of American History - Critically evaluate the cultural, economic, diplomatic, political, and constitutional history of the United States. (Active)

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HIST 001 - Survey of American History - Critically evaluate the cultural, economic, diplomatic, political, and constitutional history of the United States. (Draft)

HIST 001 - Survey of American History - Critically evaluate the cultural, economic, diplomatic, political, and constitutional history of the United States. (Active)

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HIST 001 - Survey of American History - Critically evaluate the cultural, economic, diplomatic, political, and constitutional history of the United States. (Draft)

HIST 001 - Survey of American History - Critically evaluate the cultural, economic, diplomatic, political, and constitutional history of the United States. (Draft)

HIST 001 - Survey of American History - Evaluate the influence of various political, economic, cultural and social movements. (Draft)

HIST 001 - Survey of American History - Evaluate the influence of various political, economic, cultural and social movements. (Draft)

HIST 001 - Survey of American History - Evaluate the influence of various political, economic, cultural and social movements. (Draft)

HIST 001 - Survey of American History - Evaluate the influence of various political, economic, cultural and social movements. (Active)

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HIST 001 - Survey of American History - Evaluate the influence of various political, economic, cultural and social movements. (Draft)

HIST 001 - Survey of American History - Evaluate the influence of various political, economic, cultural and social movements. (Active)

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HIST 001 - Survey of American History - Evaluate the influence of various political, economic, cultural and social movements. (Active)

HIST 001 - Survey of American History - Describe the operation of political institutions and processes as designed under the U.S. Constitution. (Active)

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HIST 001 - Survey of American History - Describe the operation of political institutions and processes as designed under the U.S. Constitution. (Draft)

HIST 001 - Survey of American History - Describe the operation of political institutions and processes as designed under the U.S. Constitution. (Draft)

HIST 001 - Survey of American History - Describe the operation of political institutions and processes as designed under the U.S. Constitution. (Draft)

HIST 001 - Survey of American History - Differentiate the legal, constitutional and power relationships between national, state, and local governmental entities. (Draft)

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HIST 001 - Survey of American History - Differentiate the legal, constitutional and power relationships between national, state, and local governmental entities. (Draft)

HIST 001 - Survey of American History - Differentiate the legal, constitutional and power relationships between national, state, and local governmental entities. (Active)

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HIST 001 - Survey of American History - Differentiate the legal, constitutional and power relationships between national, state, and local governmental entities. (Draft)

HIST 001 - Survey of American History - Differentiate the legal, constitutional and power relationships between national, state, and local governmental entities. (Active)

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HIST 001 - Survey of American History - Differentiate the legal, constitutional and power relationships between national, state, and local governmental entities. (Active)

HIST 001 - Survey of American History - Apply historical knowledge of the past to understand contemporary issues, rights, and obligations of discriminating citizens under both the California and U.S. Constitutions. (Active)

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(Draft)

HIST 001 - Survey of American History - Apply historical knowledge of the past to understand contemporary issues, rights, and obligations of discriminating citizens under both the California and U.S. Constitutions.

(Draft)

HIST 001 - Survey of American History - Apply historical knowledge of the past to understand contemporary issues, rights, and obligations of discriminating citizens under both the California and U.S. Constitutions.

(Draft)

HIST 001 - Survey of American History - Interpret primary and secondary sources to compose an argument which uses them, as appropriate, for support. (Draft)

HIST 001 - Survey of American History - Interpret primary and secondary sources to compose an argument which uses them, as appropriate, for support. (Draft)

HIST 001 - Survey of American History - Interpret primary and secondary sources to compose an argument which uses them, as appropriate, for support. (Draft)

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HIST 001 - Survey of American History - Interpret primary and secondary sources to compose an argument which uses them, as appropriate, for support. (Active)

HIST 001 - Survey of American History - Discuss and assess U.S. History through multiple analytical categories such as race, class, gender, and ethnicity. (Active)

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- HIST 001 - Survey of American History - Discuss and assess U.S. History through multiple analytical categories such as race, class, gender, and ethnicity. (Draft)
- HIST 001 - Survey of American History - Discuss and assess U.S. History through multiple analytical categories such as race, class, gender, and ethnicity. (Active)
- HIST 001 - Survey of American History - Discuss and assess U.S. History through multiple analytical categories such as race, class, gender, and ethnicity. (Active)
- HIST 001 - Survey of American History - Discuss and assess U.S. History through multiple analytical categories such as race, class, gender, and ethnicity. (Draft)
- HIST 001 - Survey of American History - Discuss and assess U.S. History through multiple analytical categories such as race, class, gender, and ethnicity. (Draft)
- HIST 001 - Survey of American History - Discuss and assess U.S. History through multiple analytical categories such as race, class, gender, and ethnicity. (Draft)
- HIST 003A - World History to 1500 - Demonstrate the ability to interpret and evaluate primary and secondary sources and to compose an argument which uses them, as appropriate, for support. (Active)
- HIST 003A - World History to 1500 - Analyze broad patterns of change on both interregional scales and within complex societies. (Active)
- HIST 003A - World History to 1500 - Demonstrate an understanding of civilization through multiple analytical categories such as race, class, gender and ethnicity. (Active)
- HIST 003A - World History to 1500 - Explain ways in which the world's physical and natural environment has affected and been affected by developments in human history. (Active)
- HIST 003A - World History to 1500 - Analyze ways in which human groups have interacted with one another, including trade, migration, warfare, cultural exchange, and biological exchange, from early times to 1500 C.E. (Active)
- HIST 003A - World History to 1500 - Compare distinctive forms of political, social, and economic organization in the world and explain their historical significance. (Active)
- HIST 003A - World History to 1500 - Identify major discoveries, inventions, and scientific achievements and explain their historical significance. (Active)
- HIST 003A - World History to 1500 - Explain the historical significance of cultural developments such as art, music, architecture, literature and religion. (Active)
- HIST 003A - World History to 1500 - Compare ideals, practices, and historical developments of major belief systems. (Active)
- HIST 003A - World History to 1500 - Analyze historical developments across national, regional, and cultural boundaries. (Active)
- HIST 003B - World History From 1500 - Demonstrate the ability to interpret primary and secondary sources and to compose an argument which uses them, as appropriate, for support. (Active)
- HIST 003B - World History From 1500 - Analyze broad patterns of change on both interregional scales and within complex societies. (Active)
- HIST 003B - World History From 1500 - Demonstrate an understanding of civilization through multiple analytical categories such as race, class, gender and ethnicity. (Active)
- HIST 003B - World History From 1500 - Explain ways in which the world's physical and natural environment has affected and been affected by developments in human history. (Active)

HIST 003B - World History From 1500 - Analyze ways in which human groups have interacted with one another, including trade, migration, warfare, cultural exchange, and biological exchange, from 1500 C.E. to present. (Active)

HIST 003B - World History From 1500 - Compare distinctive forms of political, social, and economic organization in the world and explain their historical significance. (Active)

HIST 003B - World History From 1500 - Identify major discoveries, inventions, and scientific achievements and explain their historical significance. (Active)

HIST 003B - World History From 1500 - Explain the historical significance of cultural developments such as art, music, architecture, literature and religion. (Active)

HIST 003B - World History From 1500 - Compare ideals, practices, and historical developments of major belief systems and philosophical systems. (Active)

HIST 003B - World History From 1500 - Analyze historical developments across national, regional, and cultural boundaries. (Active)

HIST 010A - Development of Western Culture I - Demonstrate the ability to interpret primary and secondary sources and to compose an argument which uses them, as appropriate, for support (Active)

HIST 010A - Development of Western Culture I - Analyze the concept of the West. (Active)

HIST 010A - Development of Western Culture I - Analyze changes in political, social, and economic organization in the western world and explain their historical significance. (Active)

HIST 010A - Development of Western Culture I - Explain the historical significance of major discoveries, inventions, and scientific achievements. (Active)

HIST 010A - Development of Western Culture I - Explain the historical significance in art, architecture, and literature. (Active)

HIST 010A - Development of Western Culture I - Evaluate the value and contributions of non-European peoples to the history of Western Civilization, e.g. Huns, Arabs, North Africans, Chinese, Indians, and Native Americans. (Active)

HIST 017A - History of the United States - Critically evaluate the cultural, economic, diplomatic, political, and constitutional history of the United States. (Draft)

HIST 017A - History of the United States - Critically evaluate the cultural, economic, diplomatic, political, and constitutional history of the United States. (Active)

HIST 017A - History of the United States - Critically evaluate the cultural, economic, diplomatic, political, and constitutional history of the United States. (Active)

HIST 017A - History of the United States - Critically evaluate the cultural, economic, diplomatic, political, and constitutional history of the United States. (Historical)

HIST 017A - History of the United States - Critically evaluate the cultural, economic, diplomatic, political, and constitutional history of the United States. (Historical)

HIST 017A - History of the United States - Critically evaluate the cultural, economic, diplomatic, political, and constitutional history of the United States. (Rejected)

HIST 017A - History of the United States - Critically evaluate the cultural, economic, diplomatic, political, and constitutional history of the United States. (Rejected)

HIST 017A - History of the United States - Critically evaluate the cultural, economic, diplomatic, political, and constitutional history of the United States. (Historical)

HIST 017A - History of the United States - Critically evaluate the cultural, economic, diplomatic, political, and constitutional history of the United States. (Active)

HIST 017A - History of the United States - Critically evaluate the cultural, economic, diplomatic, political, and constitutional history of the United States. (Historical)

HIST 017A - History of the United States - Critically evaluate the cultural, economic, diplomatic, political, and constitutional history of the United States. (Active)

HIST 017A - History of the United States - Critically evaluate the cultural, economic, diplomatic, political, and constitutional history of the United States. (Historical)

HIST 017A - History of the United States - Critically evaluate the cultural, economic, diplomatic, political, and constitutional history of the United States. (Historical)

HIST 017A - History of the United States - Critically evaluate the cultural, economic, diplomatic, political, and constitutional history of the United States. (Active)

HIST 017A - History of the United States - Critically evaluate the cultural, economic, diplomatic, political, and constitutional history of the United States. (Rejected)

HIST 017A - History of the United States - Critically evaluate the cultural, economic, diplomatic, political, and constitutional history of the United States. (Rejected)

HIST 017A - History of the United States - Critically evaluate the cultural, economic, diplomatic, political, and constitutional history of the United States. (Active)

HIST 017A - History of the United States - Critically evaluate the cultural, economic, diplomatic, political, and constitutional history of the United States. (Active)

HIST 017A - History of the United States - Critically evaluate the cultural, economic, diplomatic, political, and constitutional history of the United States. (Historical)

HIST 017A - History of the United States - Interpret the significant events of the nation's history. (Historical)

HIST 017A - History of the United States - Interpret the significant events of the nation's history. (Active)

HIST 017A - History of the United States - Interpret the significant events of the nation's history. (Active)

HIST 017A - History of the United States - Interpret the significant events of the nation's history. (Rejected)

HIST 017A - History of the United States - Interpret the significant events of the nation's history. (Rejected)

HIST 017A - History of the United States - Interpret the significant events of the nation's history. (Active)

HIST 017A - History of the United States - Interpret the significant events of the nation's history. (Historical)

HIST 017A - History of the United States - Interpret the significant events of the nation's history. (Historical)

HIST 017A - History of the United States - Interpret the significant events of the nation's history. (Active)

HIST 017A - History of the United States - Interpret the significant events of the nation's history. (Historical)

HIST 017A - History of the United States - Interpret the significant events of the nation's history. (Active)

HIST 017A - History of the United States - Interpret the significant events of the nation's history. (Historical)

HIST 017A - History of the United States - Interpret the significant events of the nation's history. (Active)

HIST 017A - History of the United States - Interpret the significant events of the nation's history. (Active)

HIST 017A - History of the United States - Interpret the significant events of the nation's history. (Draft)

HIST 017A - History of the United States - Differentiate the legal, constitutional and power relationships between national, state, and local governmental entities. (Draft)

HIST 017A - History of the United States - Differentiate the legal, constitutional and power relationships between national, state, and local governmental entities. (Active)

HIST 017A - History of the United States - Differentiate the legal, constitutional and power relationships between national, state, and local governmental entities. (Active)

HIST 017A - History of the United States - Differentiate the legal, constitutional and power relationships between national, state, and local governmental entities. (Historical)

HIST 017A - History of the United States - Differentiate the legal, constitutional and power relationships between national, state, and local governmental entities. (Historical)

HIST 017A - History of the United States - Differentiate the legal, constitutional and power relationships between national, state, and local governmental entities. (Rejected)

HIST 017A - History of the United States - Differentiate the legal, constitutional and power relationships between national, state, and local governmental entities. (Rejected)

HIST 017A - History of the United States - Differentiate the legal, constitutional and power relationships between national, state, and local governmental entities. (Historical)

HIST 017A - History of the United States - Differentiate the legal, constitutional and power relationships between national, state, and local governmental entities. (Active)

HIST 017A - History of the United States - Differentiate the legal, constitutional and power relationships between national, state, and local governmental entities. (Historical)

HIST 017A - History of the United States - Differentiate the legal, constitutional and power relationships between national, state, and local governmental entities. (Active)

HIST 017A - History of the United States - Differentiate the legal, constitutional and power relationships between national, state, and local governmental entities. (Historical)

HIST 017A - History of the United States - Differentiate the legal, constitutional and power relationships between national, state, and local governmental entities. (Historical)

HIST 017A - History of the United States - Differentiate the legal, constitutional and power relationships between national, state, and local governmental entities. (Active)

HIST 017A - History of the United States - Differentiate the legal, constitutional and power relationships between national, state, and local governmental entities. (Rejected)

HIST 017A - History of the United States - Differentiate the legal, constitutional and power relationships between national, state, and local governmental entities. (Rejected)

HIST 017A - History of the United States - Differentiate the legal, constitutional and power relationships between national, state, and local governmental entities. (Active)

HIST 017A - History of the United States - Differentiate the legal, constitutional and power relationships between national, state, and local governmental entities. (Active)

HIST 017A - History of the United States - Differentiate the legal, constitutional and power relationships between national, state, and local governmental entities. (Historical)

HIST 017A - History of the United States - Evaluate the influence of various political, economic, cultural and social movements. (Historical)

HIST 017A - History of the United States - Evaluate the influence of various political, economic, cultural and social movements. (Active)

HIST 017A - History of the United States - Evaluate the influence of various political, economic, cultural and social movements. (Active)

HIST 017A - History of the United States - Evaluate the influence of various political, economic, cultural and social movements. (Rejected)

HIST 017A - History of the United States - Evaluate the influence of various political, economic, cultural and social movements. (Rejected)

HIST 017A - History of the United States - Evaluate the influence of various political, economic, cultural and social movements. (Active)

HIST 017A - History of the United States - Evaluate the influence of various political, economic, cultural and social movements. (Historical)

HIST 017A - History of the United States - Evaluate the influence of various political, economic, cultural and social movements. (Historical)

HIST 017A - History of the United States - Evaluate the influence of various political, economic, cultural and social movements. (Active)

HIST 017A - History of the United States - Evaluate the influence of various political, economic, cultural and social movements. (Historical)

HIST 017A - History of the United States - Evaluate the influence of various political, economic, cultural and social movements. (Active)

HIST 017A - History of the United States - Evaluate the influence of various political, economic, cultural and social movements. (Historical)

HIST 017A - History of the United States - Evaluate the influence of various political, economic, cultural and social movements. (Rejected)

HIST 017A - History of the United States - Evaluate the influence of various political, economic, cultural and social movements. (Rejected)

HIST 017A - History of the United States - Evaluate the influence of various political, economic, cultural and social movements. (Historical)

HIST 017A - History of the United States - Evaluate the influence of various political, economic, cultural and social movements. (Historical)

HIST 017A - History of the United States - Evaluate the influence of various political, economic, cultural and social movements. (Active)

HIST 017A - History of the United States - Evaluate the influence of various political, economic, cultural and social movements. (Active)

HIST 017A - History of the United States - Evaluate the influence of various political, economic, cultural and social movements. (Draft)

HIST 017A - History of the United States - Describe the operation of political institutions and processes as designed under the U.S. Constitution. (Draft)

HIST 017A - History of the United States - Describe the operation of political institutions and processes as designed under the U.S. Constitution. (Active)

HIST 017A - History of the United States - Describe the operation of political institutions and processes as designed under the U.S. Constitution. (Active)

HIST 017A - History of the United States - Describe the operation of political institutions and processes as designed under the U.S. Constitution. (Historical)

HIST 017A - History of the United States - Describe the operation of political institutions and processes as designed under the U.S. Constitution. (Historical)

HIST 017A - History of the United States - Describe the operation of political institutions and processes as designed under the U.S. Constitution. (Rejected)

HIST 017A - History of the United States - Describe the operation of political institutions and processes as designed under the U.S. Constitution. (Rejected)

HIST 017A - History of the United States - Describe the operation of political institutions and processes as designed under the U.S. Constitution. (Historical)

HIST 017A - History of the United States - Describe the operation of political institutions and processes as designed under the U.S. Constitution. (Active)

HIST 017A - History of the United States - Describe the operation of political institutions and processes as designed under the U.S. Constitution. (Historical)

HIST 017A - History of the United States - Describe the operation of political institutions and processes as designed under the U.S. Constitution. (Historical)

HIST 017A - History of the United States - Describe the operation of political institutions and processes as designed under the U.S. Constitution. (Active)

HIST 017A - History of the United States - Describe the operation of political institutions and processes as designed under the U.S. Constitution. (Historical)

HIST 017A - History of the United States - Describe the operation of political institutions and processes as designed under the U.S. Constitution. (Historical)

HIST 017A - History of the United States - Describe the operation of political institutions and processes as designed under the U.S. Constitution. (Active)

HIST 017A - History of the United States - Describe the operation of political institutions and processes as designed under the U.S. Constitution. (Rejected)

HIST 017A - History of the United States - Describe the operation of political institutions and processes as designed under the U.S. Constitution. (Rejected)

HIST 017A - History of the United States - Describe the operation of political institutions and processes as designed under the U.S. Constitution. (Active)

HIST 017A - History of the United States - Describe the operation of political institutions and processes as designed under the U.S. Constitution. (Active)

HIST 017A - History of the United States - Describe the operation of political institutions and processes as designed under the U.S. Constitution. (Historical)

HIST 017A - History of the United States - Assess the relationship of the United States to external regions, powers, and nation states in the context of political and economic global systems. (Historical)

HIST 017A - History of the United States - Assess the relationship of the United States to external regions, powers, and nation states in the context of political and economic global systems. (Active)

HIST 017A - History of the United States - Assess the relationship of the United States to external regions, powers, and nation states in the context of political and economic global systems. (Active)

HIST 017A - History of the United States - Assess the relationship of the United States to external regions, powers, and nation states in the context of political and economic global systems. (Rejected)

HIST 017A - History of the United States - Assess the relationship of the United States to external regions, powers, and nation states in the context of political and economic global systems. (Rejected)

HIST 017A - History of the United States - Assess the relationship of the United States to external regions, powers, and nation states in the context of political and economic global systems. (Active)

HIST 017A - History of the United States - Assess the relationship of the United States to external regions, powers, and nation states in the context of political and economic global systems. (Historical)

HIST 017A - History of the United States - Assess the relationship of the United States to external regions, powers, and nation states in the context of political and economic global systems. (Historical)

HIST 017A - History of the United States - Assess the relationship of the United States to external regions, powers, and nation states in the context of political and economic global systems. (Active)

HIST 017A - History of the United States - Assess the relationship of the United States to external regions, powers, and nation states in the context of political and economic global systems. (Historical)

HIST 017A - History of the United States - Assess the relationship of the United States to external regions, powers, and nation states in the context of political and economic global systems. (Active)

HIST 017A - History of the United States - Assess the relationship of the United States to external regions, powers, and nation states in the context of political and economic global systems. (Historical)

HIST 017A - History of the United States - Assess the relationship of the United States to external regions, powers, and nation states in the context of political and economic global systems. (Rejected)

HIST 017A - History of the United States - Assess the relationship of the United States to external regions, powers, and nation states in the context of political and economic global systems. (Rejected)

HIST 017A - History of the United States - Assess the relationship of the United States to external regions, powers, and nation states in the context of political and economic global systems. (Historical)

HIST 017A - History of the United States - Assess the relationship of the United States to external regions, powers, and nation states in the context of political and economic global systems. (Historical)

HIST 017A - History of the United States - Assess the relationship of the United States to external regions, powers, and nation states in the context of political and economic global systems. (Active)

HIST 017A - History of the United States - Assess the relationship of the United States to external regions, powers, and nation states in the context of political and economic global systems. (Active)

HIST 017A - History of the United States - Assess the relationship of the United States to external regions, powers, and nation states in the context of political and economic global systems. (Draft)

HIST 017B - History of the United States - Apply historical knowledge of the past to understand contemporary issues, rights, and obligations as discriminating citizens under both the California and U.S. Constitutions. (Active)

HIST 017B - History of the United States - Apply historical knowledge of the past to understand contemporary issues, rights, and obligations as discriminating citizens under both the California and U.S. Constitutions. (Draft)

HIST 017B - History of the United States - Apply historical knowledge of the past to understand contemporary issues, rights, and obligations as discriminating citizens under both the California and U.S. Constitutions. (Active)

HIST 017B - History of the United States - Apply historical knowledge of the past to understand contemporary issues, rights, and obligations as discriminating citizens under both the California and U.S. Constitutions.

(Historical)

HIST 017B - History of the United States - Apply historical knowledge of the past to understand contemporary issues, rights, and obligations as discriminating citizens under both the California and U.S. Constitutions.

(Historical)

HIST 017B - History of the United States - Apply historical knowledge of the past to understand contemporary issues, rights, and obligations as discriminating citizens under both the California and U.S. Constitutions.

(Active)

HIST 017B - History of the United States - Apply historical knowledge of the past to understand contemporary issues, rights, and obligations as discriminating citizens under both the California and U.S. Constitutions.

(Active)

HIST 017B - History of the United States - Apply historical knowledge of the past to understand contemporary issues, rights, and obligations as discriminating citizens under both the California and U.S. Constitutions.

(Historical)

HIST 017B - History of the United States - Apply historical knowledge of the past to understand contemporary issues, rights, and obligations as discriminating citizens under both the California and U.S. Constitutions.

(Rejected)

HIST 017B - History of the United States - Apply historical knowledge of the past to understand contemporary issues, rights, and obligations as discriminating citizens under both the California and U.S. Constitutions.

(Active)

HIST 017B - History of the United States - Apply historical knowledge of the past to understand contemporary issues, rights, and obligations as discriminating citizens under both the California and U.S. Constitutions.

(Historical)

HIST 017B - History of the United States - Apply historical knowledge of the past to understand contemporary issues, rights, and obligations as discriminating citizens under both the California and U.S. Constitutions.

(Active)

HIST 017B - History of the United States - Apply historical knowledge of the past to understand contemporary issues, rights, and obligations as discriminating citizens under both the California and U.S. Constitutions.

(Historical)

HIST 017B - History of the United States - Apply historical knowledge of the past to understand contemporary issues, rights, and obligations as discriminating citizens under both the California and U.S. Constitutions.

(Active)

HIST 017B - History of the United States - Apply historical knowledge of the past to understand contemporary issues, rights, and obligations as discriminating citizens under both the California and U.S. Constitutions.

(Historical)

HIST 017B - History of the United States - Apply historical knowledge of the past to understand contemporary issues, rights, and obligations as discriminating citizens under both the California and U.S. Constitutions.

(Active)

HIST 017B - History of the United States - Apply historical knowledge of the past to understand contemporary issues, rights, and obligations as discriminating citizens under both the California and U.S. Constitutions.

(Active)

HIST 017B - History of the United States - Interpret primary and secondary sources and compose an argument which uses them for support. (Active)

HIST 017B - History of the United States - Interpret primary and secondary sources and compose an argument which uses them for support. (Active)

HIST 017B - History of the United States - Interpret primary and secondary sources and compose an argument which uses them for support. (Historical)

HIST 017B - History of the United States - Interpret primary and secondary sources and compose an argument which uses them for support. (Active)

HIST 017B - History of the United States - Interpret primary and secondary sources and compose an argument which uses them for support. (Historical)

HIST 017B - History of the United States - Interpret primary and secondary sources and compose an argument which uses them for support. (Active)

HIST 017B - History of the United States - Interpret primary and secondary sources and compose an argument which uses them for support. (Historical)

HIST 017B - History of the United States - Interpret primary and secondary sources and compose an argument which uses them for support. (Active)

HIST 017B - History of the United States - Interpret primary and secondary sources and compose an argument which uses them for support. (Rejectedd)

HIST 017B - History of the United States - Interpret primary and secondary sources and compose an argument which uses them for support. (Historical)

HIST 017B - History of the United States - Interpret primary and secondary sources and compose an argument which uses them for support. (Active)

HIST 017B - History of the United States - Interpret primary and secondary sources and compose an argument which uses them for support. (Active)

HIST 017B - History of the United States - Interpret primary and secondary sources and compose an argument which uses them for support. (Historical)

HIST 017B - History of the United States - Interpret primary and secondary sources and compose an argument which uses them for support. (Historical)

HIST 017B - History of the United States - Interpret primary and secondary sources and compose an argument which uses them for support. (Active)

HIST 017B - History of the United States - Interpret primary and secondary sources and compose an argument which uses them for support. (Draft)

HIST 017B - History of the United States - Interpret primary and secondary sources and compose an argument which uses them for support. (Active)

HIST 017B - History of the United States - Appraise the influence on U.S. History of issues of race, class, gender, and ethnicity. (Active)

HIST 017B - History of the United States - Appraise the influence on U.S. History of issues of race, class, gender, and ethnicity. (Draft)

HIST 017B - History of the United States - Appraise the influence on U.S. History of issues of race, class, gender, and ethnicity. (Active)

HIST 017B - History of the United States - Appraise the influence on U.S. History of issues of race, class, gender, and ethnicity. (Historical)

HIST 017B - History of the United States - Appraise the influence on U.S. History of issues of race, class, gender, and ethnicity. (Historical)

HIST 017B - History of the United States - Appraise the influence on U.S. History of issues of race, class, gender, and ethnicity. (Active)

HIST 017B - History of the United States - Appraise the influence on U.S. History of issues of race, class, gender, and ethnicity. (Active)

HIST 017B - History of the United States - Appraise the influence on U.S. History of issues of race, class, gender, and ethnicity. (Historical)

HIST 017B - History of the United States - Appraise the influence on U.S. History of issues of race, class, gender, and ethnicity. (Rejected)

HIST 017B - History of the United States - Appraise the influence on U.S. History of issues of race, class, gender, and ethnicity. (Active)

HIST 017B - History of the United States - Explain the major social and cultural developments, their causes and effects, and their historical significance. (Historical)

HIST 017B - History of the United States - Explain the major social and cultural developments, their causes and effects, and their historical significance. (Active)

HIST 017B - History of the United States - Explain the major social and cultural developments, their causes and effects, and their historical significance. (Active)

HIST 017B - History of the United States - Analyze the relevancy of history in today's world. (Active)

HIST 017B - History of the United States - Analyze the relevancy of history in today's world. (Active)

HIST 017B - History of the United States - Analyze the relevancy of history in today's world. (Historical)

HIST 017B - History of the United States - Analyze the relevancy of history in today's world. (Active)

HIST 017B - History of the United States - Analyze the relevancy of history in today's world. (Historical)

HIST 017B - History of the United States - Analyze the relevancy of history in today's world. (Active)

HIST 017B - History of the United States - Analyze the relevancy of history in today's world. (Historical)

HIST 017B - History of the United States - Analyze the relevancy of history in today's world. (Active)

HIST 017B - History of the United States - Analyze the relevancy of history in today's world. (Rejected)

HIST 017B - History of the United States - Analyze the relevancy of history in today's world. (Historical)

HIST 017B - History of the United States - Analyze the relevancy of history in today's world. (Active)

HIST 017B - History of the United States - Analyze the relevancy of history in today's world. (Active)

HIST 017B - History of the United States - Analyze the relevancy of history in today's world. (Historical)

HIST 017B - History of the United States - Analyze the relevancy of history in today's world. (Historical)

HIST 017B - History of the United States - Analyze the relevancy of history in today's world. (Active)

HIST 017B - History of the United States - Analyze the relevancy of history in today's world. (Draft)

HIST 017B - History of the United States - Analyze the relevancy of history in today's world. (Active)

HIST 045 - Modern America - Critically evaluate the cultural, economic, diplomatic, political, and constitutional history of the United States in the post-WWI years. (Active)

HIST 045 - Modern America - Critically evaluate the cultural, economic, diplomatic, political, and constitutional history of the United States in the post-WWI years. (Historical)

HIST 045 - Modern America - Critically evaluate the cultural, economic, diplomatic, political, and constitutional history of the United States in the post-WWI years. (Historical)

HIST 045 - Modern America - Apply historical knowledge of the past to understand contemporary issues, rights, and obligations as discriminating citizens. (Historical)

HIST 045 - Modern America - Apply historical knowledge of the past to understand contemporary issues, rights, and obligations as discriminating citizens. (Historical)

HIST 045 - Modern America - Apply historical knowledge of the past to understand contemporary issues, rights, and obligations as discriminating citizens. (Active)

HIST 045 - Modern America - Interpret primary and secondary sources of information to make historical assessments. (Active)

HIST 045 - Modern America - Interpret primary and secondary sources of information to make historical assessments. (Historical)

HIST 045 - Modern America - Interpret primary and secondary sources of information to make historical assessments. (Historical)

HIST 045 - Modern America - Assess America's changing global role from its rise to superpower status following the Second World War to the present. (Historical)

HIST 045 - Modern America - Assess America's changing global role from its rise to superpower status following the Second World War to the present. (Historical)

HIST 045 - Modern America - Assess America's changing global role from its rise to superpower status following the Second World War to the present. (Active)

HIST 045 - Modern America - Evaluate the influence of various political, economic, cultural and social movements. (Active)

HIST 045 - Modern America - Evaluate the influence of various political, economic, cultural and social movements. (Historical)

HIST 045 - Modern America - Evaluate the influence of various political, economic, cultural and social movements. (Historical)

HIST 045 - Modern America - Appraise the respective contributions of major social and ethnic groups to the nation's history. (Historical)

HIST 045 - Modern America - Appraise the respective contributions of major social and ethnic groups to the nation's history. (Historical)

HIST 045 - Modern America - Appraise the respective contributions of major social and ethnic groups to the nation's history. (Active)

Program Learning Outcomes

- 1. On the program level, defined as a course of study leading to degree or certificate, list the Program Learning Outcomes (PLOs), and how they relate to the GE/ILOs. Please also indicate how the course SLOs have been mapped to the PLOs. If you are completing this program review as a department or discipline and do not offer any degrees or certificates, please write N/A in this space.**

This will be articulated within the pending degree update.

The current PLOs are:

- 1) Read critically about topics in history, thereby identifying problems, theses, arguments, evidence and conclusions.
- 2) Write critically about topics in history thereby addressing problems, formulating theses, making arguments, analyzing and weighing evidence, and deriving conclusions.
- 3) Think critically in speaking about topics in history thereby articulating problems, stating theses, posing arguments explaining evidence, and communicating conclusions.

At the time the program was created the ILO mapping did not exist.

- 2. Since your last program review, summarize SLO assessment activities and results at the course and program level. Please include dialogue regarding SLO Assessment results with division/department/college colleagues and/or GE areas. Provide evidence of the dialogue (i.e. department meeting minutes or division meeting minutes, etc.) List any SLOs or PLOs that have not been assessed in the last two years and provide an explanation of why they have not been assessed. This will be reviewed by the IEC to determine if your Program Review is approved or not.**

Since our last program review, we have worked at the course level to ensure that all of the SLOs for all of our courses were administered, measured, and up to date. As a result, we are now at 100% compliance. In order to ensure that we stay at 100% compliance we have had ongoing discussions via our weekly department meetings. These are held via Zoom and are informal, so there are no meeting minutes. We did have some difficulty in getting to 100% compliance since some of the courses that had not been assessed had not been offered. We found it difficult to assess SLOs for courses that were not scheduled to be taught or that were canceled due to light enrollment. Ultimately, we were able to work with the administration to schedule the courses that lacked SLO assessments.

We also conducted a review of all of our PLOs in Sept. 2023. We are in compliance.

- **3. What plans for improvement have been implemented to your courses or program as a result of SLO assessment? Please share one or two success stories about the impacts of SLO assessment on student learning.**

We will explore the use of objectives to lower the number of SLOs in our courses, and hence reduce the workload of assessment. This will be a careful task, as we need to stay within the parameters and requirements of C-ID for our flagship courses of 17A, 17B, 10A and 10B.

In general, SLO assessments are a colossal waste of time and resources. While we as a department comply with the collection of data in order to maintain our positive status for accreditation, there has been no positive contribution to our department or our pedagogy or to student success that had come from SLO assessment. If anything, the time wasted on SLO work has undermined and taken from time that could have been spent in identifying and incorporating resources that would have enriched our students' educational experiences.

Faculty and Staff

Part D: Faculty and Staff

- **1. List current faculty and staff members in the program, areas of expertise, and describe how their positions contribute to the success of the program.**

Full-time Faculty:

Eric Narveson, MA : U.S. History, U.S. Military History, Western Civilization/European History

David Hendricks, PhD : U.S. History, Women in American History, African American History, Modern American History

Patricia Tirado, EdD : U.S. History, Women in American History, Mexican American History, California History, Native American History

Associate Faculty:

Daniel Allen, MA : U.S. History

Robert Cirivilleri, MA : U.S. History, Political Science

Lori Injejikian, MA : U.S. History, Women in American History

William Schultz, MA : U.S. History, World History

Hai Nguyen, MA: U.S. History, Asian-American History

Robert Noonan, MA: U.S. History, Political Science

Professors Cirivilleri and Noonan have FSAs in Political Science as well, allowing them to teach both the Political Science 1 and History 1 courses, thereby giving students a common instructor for that particular GE combination.

Our full time faculty each have different areas of expertise. As a result, each faculty member brings a great deal of value and range to the courses we offer. Having the range and diversity of courses allows us to have a History AA-T. Our associate faculty, likewise provide students a choice and allow us a wide array of courses.

- **2. In addition to major professional development activities completed by faculty and staff in the past, in particular with regards to students' success, equity, distance education, SLO assessment, guided pathways and/or innovative teaching/learning strategies, are there any additional professional development needs of your department in the future? What are they? Please provide details about a timeline.**

History faculty are encouraged to participate in ongoing faculty development opportunities during the annual PDD events, and in addition, individual professional growth in their own specialized teaching areas, and staying current on distance education and technology trends. A timeline and update of faculty professional growth and development will be documented during the next mini program review.

Our faculty attends Professional Development Days. Our faculty have all become certified in online teaching. We regularly attend DE workshops on campus.

Going forward, we will be continuing to update our online teaching certifications to remain our ability to teach online.

Dr. Tirado has taken 2 EDIT course in the last 2 years.

Prof. Narveson has taken 1 EDIT course in the last 2 years.

Dr. Hendricks has taken 2 EDIT courses in the last 3 years.

Each also had attended numerous workshops, both during PDDs and during the semester, including IOTL workshops.

Budget Planning

Part E: Budget Planning

- **1. With your Dean, review the department Fund 10 budget (operational budget) and discuss the adequacy of the budget in meeting the program's needs.**

DRAFT:

Salaries are budgeted for faculty.

- **2. List all external funds, i.e. fund 17, the department/program receives, and describe their primary use.**

N/A

Technology and Equipment

Part F: Technology and Equipment

- **Review the current department technology and equipment needed and assess program adequacy. List and changes to technology or equipment since the last program review. If changes were made please indicate how the change impacted student success.**

N/A

We all teach in Smart Classrooms and have no departmental need for additional technology.

Additional Information

Part G: Additional Information

Future Needs and Resource Allocation Request

1. **N/A**

Ongoing Budget Needs

0

One-Time Expenditure

0

Request linked to SLO/PLO #

0

Strategic Initiatives (student centered, organizational transformation, community engagement)

No

Improving student success rates

No

Achievement of program set standard for student success

No

Total Cost

N/A

Ongoing Budget Needs: 0

One-Time Expenditure: 0

Attach Files

Attached File

IEC Reviewers

IEC Mentor

Henry Estrada

IEC Second Reader

Guy Ras