Course Number/Title: Hist 15A  
GE Area: US 1, D2  
Results reported for AY 2014-2015

# of sections: 12 in S15  # of instructors: 5 in S15

Instructor/Course Coordinator: Margo McBane/Patricia Evridge Hill  
E-mail: Patricia.Hill@sjsu.edu

Department Chair: Patricia Evridge Hill  
College: Social Sciences

**Instructions**: Each year, the department will prepare a brief (two page maximum) report that documents the assessment of the course during the year. This report will be **electronically submitted to curriculum@sjsu.edu**, by the department chair, to the Office of Undergraduate Studies, with an electronic copy to the home college by **October 1** of the following academic year.

**Part 1**

To be completed by the course coordinator:

1. **What SLO(s) were assessed for the course during the AY?**

**US 1 (SLO1)**

Students will be able describe the principal events, developments, ideas, politics, and international relations in all the territories now in the United States from the beginnings of this society until the present. Students will be able describe the principal events, developments, ideas, politics, and international relations in all the territories now in the United States from the beginnings of this society until the present. While considering these topics, students should be asked to analyze certain subtopics, including:

a) the continent’s earliest inhabitants, colonization, slavery, the American Revolution and the early Republic, territorial expansion, economic development, political reform and reaction, Civil War and Reconstruction, foreign relations, wars and conflicts, religious, labor and civil rights movements, feminism, environmentalism and identity politics; and

b) within the study of these subtopics should be a consideration of women and gender relations; the history and experience of racial and ethnic minorities; immigration to the United States and the experiences of immigrants; and patterns of race and class relations.

**Area D2: COMPARATIVE SYSTEMS**

SLO 1: Students will be able to place contemporary developments in cultural, historical, environmental, and spatial contexts.

2. **What were the results of the assessment of this course? What were the lessons learned from the assessment?**

Methods used to assess US 1 and Area D 2 in Hist 15B Spring 2015 included weekly multiple choice and true/false questions. In addition there was a 2 page single spaced essay outline midterm and a 4-5 double spaced page essay final exam comparing and contrasting the readings (the GLOBALYCEUM platform textbook, and Ronald Takaki, A DIFFERENT MIRROR: A HISTORY OF MULTICULTURAL AMERICA) and class lectures and films. For the essays, students were asked to address an essay prompt that asked them to compare and contrast the experiences of multi-cultural groups living in America first from 1870 through the 1930s (Native Americans, Anglo Americans, Irish Americans, Mexican Americans, Italian Americans, African Americans, Chinese Americans, and Japanese Americans); then from World War II to the present (Anglo Americans, African Americans, Mexican Americans, Chinese Americans, Japanese Americans, and more current immigrant groups since the 1970s). The essay papers provided a more accurate assessment
of students’ critical thinking/analytic and writing skills. Several students experienced difficulty in reading comprehension, and writing, but those who were motivated improved with the help of The Writing Center. 85% of the students were able to compare and contrast the experiences of racial/ethnic groups in the 2 essay outlines and essays.

(3) What modifications to the course, or its assessment activities or schedule, are planned for the upcoming year? (If no modifications are planned, the course coordinator should indicate this.)

This year the History and Political Science Departments have changed the approach to Hist 15A and Hist 15B. We no longer will be co-teaching the class. Hist 15A will be a full semester of teaching US History from colonization to the present. I will be using the same readings (GLOBALYCEUM and A DIFFERENT MIRROR), as well as lecturing with powerpoints for accessibility issues (I post my powerpoints on Canvas) and using DVD documentary clips. I will continue to offer weekly quizzes for content assessment. I am also offering weekly poll questions and small group in-class primary document exercises through the internet to keep track of who is participating in class. I will change the other assessment. After the 1st month I am having the students write a 1-1 1/2 page Introductory paragraph and 4 arguments to cover the material. That will be quickly graded so students can begin work on a 6-7 page essay that covers the next 2 months of material. The last month the students will work on a media project (power point or mini-documentary) to cover the period of WWII to the present. These media projects will be submitted through google docs. Before all the major assignments, I offer extended office hours for small groups to go over how to approach the assignment. This F 2015 I am teaching a 125 person class, so the extended office hours offer students a more one-on-one or small group-to professor experience.

Part 2

To be completed by the department chair (with input from course coordinator as appropriate):

(4) Are all sections of the course still aligned with the area Goals, Student Learning Objectives (SLOs), Content, Support, and Assessment? Yes.

(5) If this course is in a GE Area with a stated enrollment limit (Areas A1, A2, A3, C2, D1, R, S, V & Z), please indicate how oral presentations will be evaluated with larger sections (Area A1) or how practice and revisions in writing will be addressed with larger sections, particularly how students are receiving thorough feedback on the writing which accounts for the minimum word count in this GE category (Areas A2, A3, Cs, D1, R, S, V, & A) and , for the writing intensive courses (A2, A3, and Z), documentation that the students are meeting the GE SLOs for writing. NA
General Education Annual Course Assessment Form

Course Number/Title  Hist 15B  GE Area D2, US1

Results reported for AY 2014-2015  # of sections: 12 in S15  # of instructors: 5 in S15

Instructor/Course Coordinator: Mary Lynn Wilson/Patricia Evridge Hill

E-mail: Patricia.Hill@sjsu.edu

Department Chair: Patricia Evridge Hill  College: Social Sciences

Instructions: Each year, the department will prepare a brief (two page maximum) report that documents the assessment of the course during the year. This report will be electronically submitted to <curriculum@sjsu.edu>, by the department chair, to the Office of Undergraduate Studies, with an electronic copy to the home college by October 1 of the following academic year.

Part 1

To be completed by the course coordinator:

(1) What SLO(s) were assessed for the course during the AY?

US 1 SLO 1: Students will be able describe the principal events, developments, ideas, politics, and international relations in all the territories now in the United States from the beginnings of this society until the present. While considering these topics, students should be asked to analyze certain subtopics, including:

a) the continent’s earliest inhabitants, colonization, slavery, the American Revolution and the early Republic, territorial expansion, economic development, political reform and reaction, Civil War and Reconstruction, foreign relations, wars and conflicts, religious, labor and civil rights movements, feminism, environmentalism and identity politics; and

b) within the study of these subtopics should be a consideration of women and gender relations; the history and experience of racial and ethnic minorities; immigration to the United States and the experiences of immigrants; and patterns of race and class relations.

D2 SLO 1: Students will be able to place contemporary developments in cultural, historical, environmental, and spatial contexts.

(2) What were the results of the assessment of this course? What were the lessons learned from the assessment?

These are huge SLOs and, of course, the major thrust of the course. These ideas were assessed using essay exams. Four-fifths of each test was essay with the last
fifth maps. 15-20 essay questions were posted for students at least two weeks before each exam. There were multiple exams in each class based on these questions, so students could not copy each other. The two sample questions below deal with women and Native American/US relations.

Discuss the Woman Suffrage Movement. What were the arguments for and against suffrage and how and why do they change over time? Close to half of the students wrote on this question. About ¼ of the students did an excellent job on this question. They included the major and minor points of both arguments and discussed how and why these arguments changed over time. About 1/3 the students were able to discuss both arguments well but failed to articulate the how and why the arguments changed. About 2/5s of the students discussed one argument well but did not clearly discuss the opposing argument or could not generally discuss both arguments. A small fraction of students obviously hadn’t read the textbook and did not attend class the day I discussed this and made up a strange, uninformed answer.

Discuss the Dawes Act. What were the implications and repercussions of this act?

About ⅓ of the students answered this question. About ⅕ of those students answered this question thoroughly and thoughtfully discussing all aspects of the Act and analyzing the implications and repercussions. About ¼ of the students did a good job discussing the Act, but they either ignored the implications or did a poor job discussing them. About ½ of the students could discuss some aspects of the Act or some aspects of the implications while omitting other important information. A small faction of students made up an answer that showed no command of the material.

(3) What modifications to the course, or its assessment activities or schedule, are planned for the upcoming year? (If no modifications are planned, the course coordinator should indicate this.)

Spring 2015 was the last time that 15A and 15B were team taught by a historian and a political scientist. From now on, the class will have 45 instead of 92 students. 15A will be all of American History and 15B will be all of the Political Science. For my 15A, I have combined my 15A-B course and tried to pin my course on 12 different events/ideas including Native Americans and contact between the different races, slavery and its effects on society, the Revolution and political ideals, the Civil War and Reconstruction, Imperialism, Progressivism, the World Wars, the Cold War, and Civil Rights.

Part 2

To be completed by the department chair (with input from course coordinator as appropriate):
(4) Are all sections of the course still aligned with the area Goals, Student Learning Objectives (SLOs), Content, Support, and Assessment? Yes.

(5) If this course is in a GE Area with a stated enrollment limit (Areas A1, A2, A3, C2, D1, R, S, V, & Z), please indicate how oral presentations will be evaluated with larger sections (Area A1), or how practice and revisions in writing will be addressed with larger sections, particularly how students are receiving thorough feedback on the writing which accounts for the minimum word count in this GE category (Areas A2, A3, C2, D1, R, S, V, & Z) and, for the writing intensive courses (A2, A3, and Z), documentation that the students are meeting the GE SLOs for writing. NA
General Education Annual Course Assessment Form

Course Number/Title          History 15B                                GE Area     D2, US1

Results reported for AY 2014-2015  # of sections: 12 in S15   # of instructors: 5 in S15

Instructor/Course Coordinator: Robert Cirivilleri/Patricia Evridge Hill   E-mail: Patricia.Hill@sjsu.edu

Department Chair: Patricia Evridge Hill       College: Social Sciences

Instructions: Each year, the department will prepare a brief (two page maximum) report that documents the assessment of the course during the year. This report will be electronically submitted to <curriculum@sjsu.edu>, by the department chair, to the Office of Undergraduate Studies, with an electronic copy to the home college by October 1 of the following academic year.

Part 1

To be completed by the course coordinator:

(1) What SLO(s) were assessed for the course during the AY?

   SLO 1 (US1): Students will be able describe the principal events, developments, ideas, politics, and international relations in all the territories now in the United States from the beginnings of this society until the present. While considering these topics, students should be asked to analyze certain subtopics, including:
   a) the continent’s earliest inhabitants, colonization, slavery, the American Revolution and the early Republic, territorial expansion, economic development, political reform and reaction, Civil War and Reconstruction, foreign relations, wars and conflicts, religious, labor and civil rights movements, feminism, environmentalism and identity politics; and
   b) within the study of these subtopics should be a consideration of women and gender relations; the history and experience of racial and ethnic minorities; immigration to the United States and the experiences of immigrants; and patterns of race and class relations.

   SLO 1 (D2): Students will be able to place contemporary developments in cultural, historical, environmental, and spatial contexts.

(2) What were the results of the assessment of this course? What were the lessons learned from the assessment?

   The methods that I used for assessing SLO 1 in both US1 and D2 categories included a combination of multiple-choice questions and identification essay questions embedded in three midterms and a final exam. I also exposed students to issues related to student learning objectives in both categories via in-class discussions that covered a range of key historical developments and ideas. For example, in the discussion entitled “A Multitude of Movements,” the class discussed how the strategies and successes of the early Civil Rights movement that focused on achieving political and social equality for African Americans influenced and empowered other groups within American society such as feminists, Native Americans, and Hispanics. I found that engaging the students in such focused discussions prior to exams significantly improved their performance on both multiple-choice questions and essays. Students scored in the 85 percent range when asked to write an
essay analyzing and comparing different groups, their aspirations, and their successes. Within the multiple-choice format, students performed well on questions focusing on issues of race and ethnicity (75 to 80 percentile), although not as well as they did when asked to describe such issues in their own words. In the area of immigrant experiences, students performed particularly well, contributing thoughtful and insightful observations and analysis during in-class discussions. In order to give the students a solid grounding in the principal events, developments, ideas, politics, and international relations in United States history, I chose as my primary text Eric Foner’s *Give Me Liberty!* This textbook provides a clear and concise overview of those topics and subtopics listed in SLO 1 for U.S. Institutions, while also placing a strong emphasis on the experiences of racial and ethnic minorities and their changing perceptions of liberty and equality as it evolved over the course of American history. Students reacted very positively to the text.

(3) What modifications to the course, or its assessment activities or schedule, are planned for the upcoming year? (If no modifications are planned, the course coordinator should indicate this.)

I have found the methods and textbook used to be very effective, and I plan to expand them to include in the reading, in addition to the textbook, short monographs containing primary source material. These shorter books focus specifically on influential historical events, such as the Salem Witch Trials, the Sacco and Vanzetti case, and the My Lai Massacre, and they will be used to focus on subtopics of race and ethnicity as they present themselves in specific historical instances. Students will be assessed by means of on-line quizzes, in-class discussions, and short writing assignments based on the primary sources and discussions.

**Part 2**

To be completed by the department chair (with input from course coordinator as appropriate):

(4) Are all sections of the course still aligned with the area Goals, Student Learning Objectives (SLOs), Content, Support, and Assessment? Yes.

(5) If this course is in a GE Area with a stated enrollment limit (Areas A1, A2, A3, C2, D1, R, S, V, & Z), please indicate how oral presentations will be evaluated with larger sections (Area A1), or how practice and revisions in writing will be addressed with larger sections, particularly how students are receiving thorough feedback on the writing which accounts for the minimum word count in this GE category (Areas A2, A3, C2, D1, R, S, V, & Z) and, for the writing intensive courses (A2, A3, and Z), documentation that the students are meeting the GE SLOs for writing. NA