General Education Annual Course Assessment Form

Course Number/Title: HIST 15A: Essentials of US History
GE Area: US 1 and D2

Results reported for AY: 2015-16
# of sections: 1
# of instructors: 1

Course Coordinator: Patricia Evridge Hill
E-mail: patricia.hill@evc.edu

Department Chair: Glen Gendzel
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 GELO(s) were assessed for the course during the AY?

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

GELO 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.

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

I assessed the GELOs in the newly designed 15A Course “Essentials of U.S. History” using three midterms and a final exam that consisted of multiple-choice questions and short essay identifications of key events, concepts or persons. To enable students to become familiar with the principle events, developments, ideas, politics, and international relations that span the history of the United States, and to enable them to place these in a contemporary context, I shifted the course’s structure from one that relied heavily on lecture to a structure that incorporated a number of group oriented interactive activities and assignments. The redesigned course now employs, along with the lecture format, in-class team-based activities and assignments focusing on key historical turning points or "pivots" that are designed to foster critical analytical skills, student interaction and discussion, and problem solving. I assigned chapters from Eric Foner’s survey text Give Me Liberty to provide students with an overview of the major chronological periods of U.S. history. This overview material was supplemented by the lecture segments of the course delivered with the use of Powerpoint slides (outlines for each lecture were available to students via our Learning Management System [LMS] Canvas). Student comprehension of this general material was assessed by means of midterm and final exams consisting of multiple choice and essay identification questions. Because this covers a broad timeline, I provided at the beginning of each section a comprehensive study guide of terms that will be covered on each exam, and an example of a successful identification essay.
In order to enable students to relate key historical turning points to contemporary cultural, historical, environmental and spatial developments, I assigned the students throughout the semester secondary and primary source material narrowly focused on historical topics or “problems”. I found a number of the Bedford St. Martin’s Series in History or Culture to be particularly useful to use as compact collections focusing on key historical events. One of the several topics chosen involved the massacre that took place in the village of My Lai during the Vietnam War. To ensure the students did the necessary preparatory reading before class discussion, I assigned an online quiz for each topic covering background information and selected primary sources. I also assigned a discussion sheet of questions or problems that would form the basis of our in-class discussion. The students used this to analyze the problems introduced by the topic and work up possible responses, interpretations or resolutions. In this assignment, each team was asked to compare the experience of U.S. soldiers in the Vietnam conflict with earlier American wars, to analyze the actions of Charlie Company during the My Lai Massacre, and to assess where responsibility lay for the tragedy. Having laid the groundwork for meaningful collaboration prior to the class meeting, the students would then meet in groups to finalize their conclusions in the first part of the class, and then in the latter part of the session report back to the entire class, and join in a general discussion of the topic. I was extremely impressed with the seriousness and intensity of emotion and empathy with which the students engaged this tragic episode in American history. The narrow and detailed focus on such historical “pivots” served both to immerse the students in key episodes of the American past, and to compel them to draw connections with present-day concerns and issues. At the end of each discussion, all students turned in their individual discussion sheet on which they were encouraged to write comments and impressions concerning each question addressed in the discussion. This allowed me to monitor the individual contributions of each student, and it also enabled students to put into writing comments and observations that they may not have had time to address in either individual group or entire class discussion. Based on the scores achieved through the above assessment criteria, students’ overall performance in the course improved noticeably. The number of students performing unacceptably in the course dropped from 21 (out of a class of 123) in the previous semester to 10 (out of a class of 116).

(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 do not anticipate any major modifications to the course at this time, but I plan to continue to monitor quiz, midterm and final exam scores in order to identify areas of weak comprehension and adjust my lectures, discussion questions and exams accordingly.

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 (GELOs), Content, Support, and Assessment? If they are not, what actions are planned?
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 GELOs for writing.
N/A
General Education Annual Course Assessment Form

Course Number/Title  HIST 15A: Essentials of U.S. History  
GE Area  US1 & D2

Results reported for AY  2015-2016  
# of sections  2  
# of instructors  1

Course Coordinator: Patricia Evridge Hill  
E-mail: Patricia.Hill@sjsu.edu

Department Chair: Glen Gendzel  
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 GELO(s) were assessed for the course during the AY?

US1 GELO 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.

D2 GELO 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?

I assessed the GELO with a homework assignment and in-class discussion, which was 1 of 14, 15 point, homework/in-class discussion assignments. The students had from the start of class to access the prompt, the written part of the assignment was due the day before the class discussion. The assignment follows here:

**European Views of Native American Women**

Write 55 words in response to each of these questions. Be sure to quote from the primary sources.

1. Which source is most sympathetic to Native Americans and why? Which source would be considered scientific according to today's standards and why?

2. What two factors might account for the differences in these Europeans' views about the Native Americans?

3. What single factor about women do all 3 of these sources describe?

I evaluated the written portion of the homework assignment by giving credit for students who cited evidence in their responses and met the word count. For the in-class discussion the students partnered up and discussed their homework responses with the student next to them. After the paired students discussed their
responses they would then be placed in groups of 4. In the groups of four they would discuss the best piece of primary source evidence to support the groups answer to each of the assigned homework questions. Then in a class poll the students would post their evidence. As a class we would discuss the merits of evidence chosen in regards to the question. I also asked students to make a past to present connection on the topic of European views of Native American Women. The students then would receive credit for their poll responses as evidence of their class discussion.

Based on scores using these criteria, 85% (80 of 94 students) demonstrated excellent or good mastery of the GELO. 14% (14 of 94 students) did not exhibit mastery of GELO 1.

The students who did not demonstrate mastery did not attempt the assignment. This could have been for a variety of reasons such as adding the course late, not understanding the structure of the homework assignment or simply not prioritizing the class assignments.

(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.)

For one of the first assignments of the year, I believe this assignment was very successful. To improve upon this lesson I can make sure students understand how an assignment such as this is completed. I will model one primary source exercise before assigning it for homework and discussion.

**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 (GELOs), Content, Support, and Assessment? If they are not, what actions are planned?

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 GELOs for writing.

N/A
General Education Annual Course Assessment Form

Course Number/Title  HIST 15A: Essentials of U.S. History  GE Area  US1 & D2

Results reported for AY  2015-2016  # of sections  2  # of instructors  1

Course Coordinator: Patricia Evridge Hill  E-mail: Patricia.Hill@sjsu.edu

Department Chair: Glen Gendzel  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?

US1: 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.

D2 GELO 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?

The SLOs for this course were assessed as follows:

US1 Assessed by multiple-choice and essay questions on weekly exams, primary source problem activities, poll questions, composition assignments and final project essay.

D2 Assessed by multiple-choice and essay questions on weekly exams, primary source problem activities, poll questions, composition assignments and final project essay.

Part of the redesign of HIS 15A supported by the Chancellors Office Course Redesign with Technology program focused on more effectively assessing student learning. Every lesson, assignment and assessment was tied to a learning objective and the learning objectives were covered in multiple ways through different assignments. Student mastery of the US1 historical content was assessed through weekly quizzes and primary source problem analyses homework, as well as in class discussion around problems and poll questions. Student mastery of the D2 GELO 2 content was assessed through multiple ways, particularly connecting problem analysis to contemporary events through poll questions and in class discussion, and the final project essay. The final project asked students to explain the historical events that have created stereotypes and lasting legacies for racial and ethnic minorities in the United States. Students therefore had to combine US1 and D2 GELO 1 to use historical content knowledge to explain contemporary developments.
Students demonstrated significant progress and improvement mastering US1 learning outcomes through the weekly quizzes as their reading, comprehension and analysis skills improved. The average score for students in the quiz was 77% throughout the semester, which represented a considerable range of results. Students developed skills in historical analysis through the primary source problems and many showed good development in understanding through the semester. Students received points credit for completing the problems and for participation class discussion and polling around the problem. The average score for students in problems and participation was 83%. Some students struggled with the weekly nature of these assignments and keeping up with the work, rather than content issues. Students overall did very well on the final project activities, which included submitting a project proposal and drafts of their thesis, outline, or essay. Students successfully located a variety of primary and secondary sources from within the Globalyceum content management platform as well as contemporary articles about the lasting legacy of racial stereotypes. Students who chose to explore the creation of racial stereotypes of African Americans did particularly well, but students wrote insightful papers on the experiences of Hispanic Americans, Asian Americans and Native Americans as well. Students scored an average of 85% on this assessment. Those who submitted the work generally scored well, although some students struggled with the need to submit a final essay.

(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 course will follow the same assessment schedule and activities, but students will have access to a Student Tutor through Supplemental Instruction to help them improve their mastery of the outcomes and score better on quizzes and problem activities.

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? If they are not, what actions are planned?

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.

N/A
General Education Annual Course Assessment Form

Course Number/Title: HIST 15A: Essentials of US History
GE Area: US 1 and D2

Results reported for AY: 2015-16
# of sections: 1
# of instructors: 1

Course Coordinator: Patricia Evridge Hill
E-mail: patricia.hill@evc.edu

Department Chair: Glen Gendzel
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 Sept 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.

D2 (SLO1) 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 15A Spring 2016 included weekly multiple choice and true/false questions and random weekly poll questions that students take online in class. In addition there was an initial assignment of 1 page single spaced writing an Introduction with thesis and four one-sentence arguments addressing a prompt that covered the first 4 weeks of readings, lectures and films (from the period of exploration up to the early 1800s comparing and contrasting the experiences of multi-cultural groups such as The Spanish, The British, The French, Native Americans and slaves). This first assignment assessed student’s critical thinking/analytic and writing in a very rough form. Several student experienced difficulty in reading comprehension and writing. Those who were motivated improved with the help of my extended office hours, The Writing Center or the writing tutors of the College of Social Sciences.

The 2nd assignment was a 6-7 page essay with an Introduction, Body, and Conclusion on a different prompt that addressed the next 8 weeks of reading, lectures and films (from the period of early industrialization up to World War II comparing and contrasting the experiences of Anglo Americans, Native Americans, Mexican Americans, African Americans, Slaves, Chinese Americans, Japanese Americans, and Jewish Americans). During this 2 month period in which the 6-7 page essay was written students also completed 2 primary document assignments at home. This assignment of writing a complete essay provided a more accurate estimate of student’s critical thinking/analytic and writing skills. Many of those who did needed to work on their reading comprehension and writing, as seen in the first assignment, met with me regularly throughout the 2nd assignment of the 6-7 page essay, or visited the Writing Center or the writing tutors of the College of
Social Sciences. The final project was an 8 slide power point (each slide on a different subject) that covered the last four weeks of lectures, films and readings (from the 1950s to the present). This power point assignment involved interviewing someone that was at least 20 years older than the student, and then the student had to also answer a similar set of questions. The assignment was to contextualize each person’s life into the historical periods in which they lived. A list of sources was listed on the last power point slide. The course readings included: GLOBALYCEUM, a platform textbook, and Ronald Takaki’s A DIFFERENT MIRROR: A HISTORY OF MULTICULTURAL AMERICA. 85% of the students were able to compare and contrast the experience of racial/ethnic groups in the 2 essay outlines and essays. 88% of the students were able to compare and contrast the experience of racial/ethnic groups in the 3 assignments.

(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 changed the approach to Hist A and Hist B. We no longer co-teach the class. Hist A is a full semester of teaching US History from colonization to the present. I used the same readings (GLOBALYCEUM and A DIFFERENT MIRROR), as well as lecture with powerpoints for accessibility issues (I post my powerpoints on Canvas) and use DVD documentary clips. This year I will continue the same format offering weekly quizzes for content assessment and weekly poll questions through the internet to keep track of who is participating in class. Because of the elections this Fall, I am also incorporating 3 voting opportunities over the semester to see if students are changing their opinions on issues with greater critical thinking and an expanded knowledge base. I felt that the 1st assigned Thesis/Argument assignment provided an understanding on how to approach the longer paper. Many students did not understand how to write a thesis or arguments. This assessment proved useful in improving the essays that were submitted. I am changing the final media project to focus on one of 4 topics (students will select a contemporary issue or personal experience with stereotyping or discrimination of African American, Asian Americans, Native Americans or women and then, using 3 primary documents (using the primary document at home exercises they completed earlier) and 3 secondary sources (one of the readings or documentaries already used in class), explore the roots of these issues in American history. They will then create a short 2-3 minute video or mini-documentary project for the last 4 weeks. Before all the major assignments I offer extended office hours for small groups to go over how to approach the assignment. This F 2016 I am again 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? If they are not, what actions are planned?
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.
N/A
General Education Annual Course Assessment Form

Course Number/Title  HIST 15A: Essentials of US History  GE Area  US 1 and D2

Results reported for AY  2015-16  # of sections  1  # of instructors  1

Course Coordinator: Patricia Evridge Hill  E-mail: patricia.hill@evc.edu

Department Chair: Glen Gendzel  College: Social Sciences

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Part 1

To be completed by the course coordinator:

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

GELO 1 (US1): 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.

GELO1 (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?

I assessed the GELOs via the midterm and final essay examinations, which together constituted 60 percent of the semester grade. Students answered seventeen short answer questions. Here is an example:

13.) What did Ralph Waldo Emerson mean when he predicted that if the US were to seize its neighbor’s territory, “it will be as the man swallows the arsenic, which brings him down in turn. Mexico will poison us.” What would be the basis of this poisoning?

Most students demonstrated in their answers, drawing from my lectures and the assigned reading, that the US won the war with Mexico, but the addition of some of its the vast territories upset the delicate balance over slavery's limits that had been in place since the Missouri Compromise of 1820. The sectional conflict would boil over 11 years later in the Civil War.

This questions assessed whether students understood the history of politics in mid 19th century America and international relations between the US and Mexico. I evaluated the short answer based on how complete their description of the outcome Ralph Waldo Emerson’s prophecy was written. They were awarded up to six points per answer. Based on this criteria, 66% of the students demonstrated excellent or good mastery, 30% demonstrated acceptable mastery, and 4% demonstrated no mastery, of GELO 1.
(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 plan to shorten lectures and offer more discussion to increase student engagement.

Part 2

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

(1) Are all sections of the course still aligned with the area Goals, Student Learning Objectives (GELOs), Content, Support, and Assessment? If they are not, what actions are planned?

Yes.

(2) 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 GELOs for writing.

N/A