



				“C” or better.	learning objective.  <u>Valadez</u> The objective was not met. Have students create a timeline with the relevant historical events on a website or give the students a blank timeline and have them write the historical events as we discussed them in class.
1	5	2) Compare and contrast the role of major ethnic and racial groups (African, European, Asian, Latin America, and Native American) in America’s political, economic, and social development.	75% of students will score 70% or better on 25 multiple choice questions to be administered at the end of the course.	<p><b>Spring 2015</b></p> <p>104 out of 146 (71%) received a “C” or better.</p> <p><b>Fall 2014</b></p> <p>92 out of 127 (72%) received a “C” or better.</p>	<p><b>Spring 2015</b></p> <p><u>D. Gatlin</u> to assess the ability of the students to understand the importance of geography in understanding history. <u>S. Nguyen</u> Students did even worse on the multiple choice than the chronology. Sure it was a comprehensive exam, but there should no excuses. A series of professional development meetings with other colleagues will be needed to come up with new strategies and methods. <u>M. Valadez</u> The objective was not reached. Provide students with a list of questions that are relevant to the SLO and have them answered them in class. Revamp lectures to stress the terms. <u>D. Weber</u> Continue as previously</p> <p><b>Fall 2014</b></p> <p><u>K. Hitt</u> Students met and exceeded my expectations and have met the student learning objective.</p> <p><u>Simon</u> -Like most of the problems related to teaching US history, many of my students don't like to read or take notes. I encouraged the use of chapter outlines, and the results were that many students improved moderately. -Most of the students successfully answered the review, however, I reviewed note taking practices with the entire class. However, as a whole, most students will not read and review the material.</p> <p><u>M. Valadez</u> The objective was not reached. Provide students with a list of questions that are relevant to the SLO and have them answered them in class or discussed</p>

					the lectures and/or the readings.
<b>1</b>	1	3) Critically evaluate the impact of industrialization, immigration, and urbanization on American society as well as the corresponding conservative and liberal responses.	75% of students will score 80% or better on 10 matching term questions embedded in tests or quizzes throughout the semester.	<p><b>Spring 2015</b></p> <p>46 out of 70 (66%) received a "C" or better.</p> <p><b>Fall 2014</b></p> <p>101 out of 132 (77%) received a "C" or better.</p>	<p><b>Spring 2015</b></p> <p><u>S. Nguyen</u> Results were poor. Again, the excuse could be the comprehensive nature of the exam. However, that cannot be the cop out every time. A series of professional development meetings with other colleagues will be needed to come up with new strategies and methods.</p> <p><u>M. Valadez</u> The goal was reached. Revamp lectures to have more class discussions.</p> <p><u>D. Weber</u> Continue as previously</p> <p><b>Fall 2014</b></p> <p><u>K. Hitt</u> Students met and exceeded my expectations and have met the student learning objective.</p> <p><u>J. Smith</u> -Note taking skills were reviewed. -Most of the students can successfully ID the majority of terms. I reviewed study techniques with the class.</p> <p><u>M. Valadez</u> The goal was not reached. Create power points slides that have similar questions and have students discuss them after the lectures on industrialization.</p>
<b>1</b>	4	4) Locate geographical sites within the U. S. and the world and assess their importance for U.S. domestic growth and America's strategic foreign involvements.	80% of students will complete maps that illustrate westward expansion, American imperialism, and global involvements during World Wars I and II, the Cold War era, and the present era with a "C" or better.	<p><b>Spring 2015</b></p> <p>127 out of 281 (45%) received a "C" or better.</p>	<p><b>Spring 2015</b></p> <p><u>A. Ramirez</u> -Ten students failed this part of the final. I informed my students what page on their textbook contained a map relevant to the regions/countries they would need to identify for the final, but that is all I did. Next time we will look at the map as a class on more than one occasion; this will help improve their scores- I'm hoping. -Again, I feel that as a class we need to look at the map pertaining to the areas students had to identify on the final more than once. I just told my student which page they needed to look at, but as a class we never "studied" the map.</p> <p><u>M. Valadez</u></p>

				<p>The goal was reached. Revise map. Provide more maps online for students to study.  <u>D. Weber</u>  Continue as previously</p> <p><b>Fall 2014</b></p> <p>152 out of 177 (86%) received a "C" or better.</p>	<p><b>Fall 2014</b></p> <p><u>K. Hitt</u>  Students met and exceeded my expectations and have met the student learning objective.  Students met and exceeded my expectations.</p> <p><u>D. Simon</u>  Most of the students can successfully place the majority of countries on a map. Most couldn't find the Philippines (nor spell it).  Most students cannot successfully answer questions about global geography. I reviewed map locations, but its hard to gauge its effectiveness.</p> <p><u>M. Valadez</u>  Have a discussion with colleagues on revising the maps used in the assessment and provide students with various maps during the semester.  Make the maps available online.</p>
3	4	5) Locate primary and secondary sources in the library and on the Internet and examine, assess, and organize sources into a logical argument.	80% of students will demonstrate a C level competence in a critical analysis of a primary source.	<p><b>Spring 2015</b></p> <p>44 out of 54 (82%) received a "C" or better.</p> <p><b>Fall 2014</b></p> <p>70 out of 85 (82%) received a "C" or better.</p>	<p><b>Spring 2015</b></p> <p><u>S. Nguyen</u>  75% of students passed this assessment. The standard was 80% of students passing. It was close. Students were still lacking on their thesis development and ability to cite properly using the Chicago Manual of Style. We spent a large amount of time going over thesis development and I was happy with the results. More emphasis will be spent on CMS next time.</p> <p><u>M. Valadez</u>  The objective was achieved. However, students struggled with citing Chicago style. Will use more class time to discuss Chicago style of citation.</p> <p><b>Fall 2014</b></p> <p><u>K. Hitt</u>  A majority of students wrote an essay with a grade of C or above, with most having A's and B's. Their critical thinking skills and ability to assimilate what they read was very impressive to me. The Student Learning Objective and Outcome was met.</p>

					<p><u>M. Valadez</u> The objective was not achieved. Students struggle with a writing a thesis statement, citing Chicago style, and using turnitin.com. Take students to the library to discuss the aforementioned issues. Promote LLC writing and Chicago Citation workshops.</p>
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Spring 2014

Institutional Mission & Goals	Course Intended Outcomes	Means of Assessment and Criteria for Success	Summary of Data Collected	Use of Results
1	1) Formulate a chronology of political, economic, and social events and identify their importance in U. S. History from 1877 to the present.	Distribute a list of 15 events that are significant in 20 <sup>th</sup> century America. Embed “chronology checks” into class quizzes or tests. 80% of class will score C or better and correctly place major events in correct chronological order.	<b>15 out of 47 (32%) received a “C” or better.</b>	Chronology was a major weakness. More emphasis and stress upon not necessarily the actual dates per se, but contextualizing chronology in terms of what comes after what. Perhaps more practice and exercise in class on relevant events in the context of a broad, overarching approach to chronology.
1	2) Compare and contrast the role of major ethnic and racial groups (African, European, Asian, Latin America, and Native American) in America’s political, economic, and social development.	75% of students will score 70% or better on 25 multiple choice questions to be administered at the end of the course.	<b>20 out of 99 (20%) received a “C” or better.</b>	-Counted as extra credit at the end of the semester. -Students did terrible on this assessment. There is really no excuse, since most of the semester was spent on all these concepts in detail. The questions were embedded on the final exam and perhaps students were burned out by the end of the semester.
1	3) Critically evaluate the impact of industrialization, immigration, and urbanization on American society as well as the corresponding conservative and liberal responses.	75% of students will score 80% or better on 10 matching term questions embedded in tests or quizzes throughout the semester.	<b>23 out of 47 (49%) received an 80% or better.</b>	-Students did not do well on what were basic, central concepts of the course. More emphasis will be placed on these themes throughout the semester next time. Perhaps a review session or a more draconian move to a more thematic-based structure as opposed to the traditional chronological structure is in order.
1	4) Locate geographical sites within the U. S. and the world and assess their importance for U.S. domestic growth and America’s strategic foreign involvements.	80% of students will complete maps that illustrate westward expansion, American imperialism, and global involvements during World Wars I and II, the Cold War era, and the present era.	<b>26 out of 41 (63%) received a “C” or better.</b>	The map assessment was another weakness. Although the assessment is getting closer to the target. More maps and visuals need to be shown in class and perhaps a couple of exercises in geography could help this assessment.
3	5) Locate primary and secondary sources in the library and on the Internet and examine, assess, and organize sources into a logical argument.	80% of students will demonstrate a C level competence in a critical analysis of a primary source.	<b>66 out of 98 (67%) received a “C” or better.</b>	-Possibly need much more mentioning of LULAC before assignment.  -I was pleased that most of the students passed SLO assessment assignment. It's clear from the results that a great majority of the students were able to comprehends LULAC"s editorial. However, I did have some students that did not received a passing grade for this assignment. Most of these students did not received high marks because they failed to meet the page requirement and/or assignment was rushed, not a lot of effort.  -Counted as a reading assessment quiz to understand if students could critically analyze a

				<p>primary source and whether the instructor needs to spend more time emphasizing this particular skill set.</p> <p>-Students did well on this analysis. It was straightforward and the analysis was sharp and cogent overall in all sections.</p>
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**SLO's have been revised for Fall of 2013**

Institutional Mission & Goals	Course Intended Outcomes	Means of Assessment and Criteria for Success	Summary of Data Collected	Use of Results
<b>1</b>	1) Formulate a chronology of political, economic, and social events and identify their importance in U. S. History from 1877 to the present.	Distribute a list of 15 events that are significant in 20 <sup>th</sup> century America. Embed "chronology checks" into class quizzes or tests. 80% of class will score C or better and correctly place major events in correct chronological order.	<b>77 out of 127 (60%) received a "C" or better.</b>	Provide students with a list of significant events in 20th century American history.  Devise a new approach to chronology overall in the classroom pedagogy.
<b>1</b>	2) Compare and contrast the role of major ethnic and racial groups (African, European, Asian, Latin America, and Native American) in America's political, economic, and social development.	75% of students will score 70% or better on 25 multiple choice questions to be administered at the end of the course.	<b>90 out of 160 (56%) received a "C" or better.</b>	Provide students with list of historical terms about major racial and ethnic groups.
<b>1</b>	3) Critically evaluate the impact of industrialization, immigration, and urbanization on American society as well as the corresponding conservative and liberal responses.	75% of students will score 80% or better on 10 matching term questions embedded in tests or quizzes throughout the semester.	<b>116 out of 160 (73%) received an 80% or better.</b>	This was given as part of the final exam. 30 out of 35 students scored 70% or better on this test. I plan to improve on these numbers in subsequent semesters.  Have more class discussions and in-class readings.
<b>1</b>	4) Locate geographical sites within the U. S. and the world and assess their importance for U.S. domestic growth and America's strategic foreign involvements.	80% of students will complete maps that illustrate westward expansion, American imperialism, and global involvements during World Wars I and II, the Cold War era, and the present era.	<b>96 out of 140 (69%) received a "C" or better.</b>	Add maps to power points slides and have discussions about relevant geographical sites.
<b>3</b>	5) Locate primary and secondary sources in the library and on the Internet and examine, assess, and organize sources into a logical argument.	80% of students will demonstrate a C level competence in a critical analysis of a primary source.	<b>110 out of 127 (87%) received a "C" or better.</b>	66%. However, only half the class did the assessment. There were not enough attempts to evaluate it accurately.  Make a library visit a requirement for the primary source analysis assignment.



**LA HARBOR COLLEGE**  
**Student Learning Outcomes (SLOs) Assessment Report**  
**Course Assessment**

**Division: Social and Behavioral Sciences**

**Discipline/Program: History**

**Course Number and Name: HISTORY 012 Political and Social History of the United States II**

**Program Contact Person:** \_\_\_\_\_ **Phone:** \_\_\_\_\_

**Reviewed by:** \_\_\_\_\_, **Academic Dean**                      **Date:** June 2013

<b>Institutional Mission &amp; Goals</b>	<b>Course Intended Outcomes</b>	<b>Means of Assessment and Criteria for Success</b>	<b>Summary of Data Collected</b>	<b>Use of Results</b>
<b>1</b>	1) Formulate a basic chronology of the political, economic, and social developments of the United States from 1877 to the present.	Distribute a list of 10 events that are significant in 20 <sup>th</sup> century America. Embed “chronology checks” into class quizzes or tests. 90% of class will correctly place major events in correct chronological order.	<b>SPRING 2013</b>  <b>67% (47 out of 70) students received a 70% or higher on this assessment.</b>	<b>SPRING 2013</b>  <b>-One section showed strong results. The other two sections had mixed results. Worth noting that the 2 sections that did not perform well had FYE students. Both instructors claim that more time reinforcing chronology perspectives for the next assessment hopefully will improve the results.</b>
<b>1</b>	2) Compare and contrast the role of major ethnic and racial groups (African, European, Asian, Latin America, and Native American) in the American politics, labor, and society.	75% of students will score 70% or better on 25 common terms (defined and explained) embedded in tests and quizzes throughout the semester.		
<b>1</b>	3) Evaluate the influence of industrialization, immigration,	75% of students will score 80% or better on 5		

	and urbanization on American society as well as the corresponding conservative and liberal responses.	common multiple choice questions embedded in tests or quizzes throughout the semester.		
<b>1</b>	4) Critically analyze historical data related to regional, urban/rural, gender, and status groups.	80% of students will demonstrate a “C” level competence in a 500 word analysis of a primary source to be scored with a departmental rubric.		
<b>1</b>	5) Locate and identify geographical sites within the United States and the world and assess their importance for U.S. domestic growth and America’s strategic foreign involvements.	80% of students will complete maps that illustrate westward expansion, American imperialism, and global involvements during World Wars I and II, the Cold War era, and the present era.		
<b>1</b>	6) Identify, evaluate and summarize in essay form the significance of key events in the United States and explain the role of historical interpretation in their portrayal and understanding.	75% of students will score 70% or better on 25 common terms (defined and explained) embedded in tests and quizzes throughout the semester.		
<b>3</b>	7) Locate primary and secondary sources in the library and on the Internet and be able to examine, assess, and organize sources into a logical argument..	80% of students will demonstrate a “C” level competence in a 500 word analysis of a primary source to be scored with a departmental rubric.		

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**Division: Social and Behavioral Sciences**

**Discipline/Program: History**

**Course Number and Name: HISTORY 012 Political and Social History of the United States II**

**Program Contact Person:** \_\_\_\_\_ **Phone:** \_\_\_\_\_

**Reviewed by:** \_\_\_\_\_, **Academic Dean**                      **Date:** December 2012

**Attach additional pages as necessary.**

<b>Institutional Mission &amp; Goals</b>	<b>Course Intended Outcomes</b>	<b>Means of Assessment and Criteria for Success</b>	<b>Summary of Data Collected</b>	<b>Use of Results</b>
<b>1</b>	1) Formulate a basic chronology of the political, economic, and social developments of the United States from 1877 to the present.	Distribute a list of 10 events that are significant in 20 <sup>th</sup> century America. Embed “chronology checks” into class quizzes or tests. 90% of class will correctly place major events in correct chronological order.		
<b>1</b>	2) Compare and contrast the role of major ethnic and racial groups (African, European, Asian, Latin America, and Native American) in the American politics, labor, and society.	75% of students will score 70% or better on 25 common terms (defined and explained) embedded in tests and quizzes throughout the semester.	<b>FALL 2012</b> <b>47.5% (47 out of 99) students received a 70% or higher on this assessment.</b>	<b>FALL 2012</b> <b>-SLO was received late in the semester</b> <b>-another section reported SLO objective was successful</b>
<b>1</b>	3) Evaluate the influence of industrialization, immigration, and urbanization on American society as well as the corresponding conservative and liberal responses.	75% of students will score 80% or better on 5 common multiple choice questions embedded in tests or quizzes throughout the semester.		

1	4) Critically analyze historical data related to regional, urban/rural, gender, and status groups.	80% of students will demonstrate a “C” level competence in a 500 word analysis of a primary source to be scored with a departmental rubric.		
1	5) Locate and identify geographical sites within the United States and the world and assess their importance for U.S. domestic growth and America’s strategic foreign involvements.	80% of students will complete maps that illustrate westward expansion, American imperialism, and global involvements during World Wars I and II, the Cold War era, and the present era.		
1	6) Identify, evaluate and summarize in essay form the significance of key events in the United States and explain the role of historical interpretation in their portrayal and understanding.	75% of students will score 70% or better on 25 common terms (defined and explained) embedded in tests and quizzes throughout the semester.		
3	7) Locate primary and secondary sources in the library and on the Internet and be able to examine, assess, and organize sources into a logical argument..	80% of students will demonstrate a “C” level competence in a 500 word analysis of a primary source to be scored with a departmental rubric.		

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**Student Learning Outcomes (SLOs) Assessment Report**  
**Course Assessment**

**Division: Social and Behavioral Sciences**

**Discipline/Program: History**

**Course Number and Name: HISTORY 012 Political and Social History of the United States II**

**Program Contact Person:** \_\_\_\_\_ **Phone:** \_\_\_\_\_

**Reviewed by:** \_\_\_\_\_, **Academic Dean**                      **Date:** June 2012

**Attach additional pages as necessary.**

<b>Institutional Mission &amp; Goals</b>	<b>Course Intended Outcomes</b>	<b>Means of Assessment and Criteria for Success</b>	<b>Summary of Data Collected</b>	<b>Use of Results</b>
<b>1</b>	1) Formulate a basic chronology of the political, economic, and social developments of the United States from 1877 to the present.	Distribute a list of 10 events that are significant in 20 <sup>th</sup> century America. Embed “chronology checks” into class quizzes or tests. 90% of class will correctly place major events in correct chronological order.		
<b>1</b>	2) Compare and contrast the role of major ethnic and racial groups (African, European, Asian, Latin America, and Native American) in the American politics, labor, and society.	75% of students will score 70% or better on 10 common terms (defined and explained) embedded in tests and quizzes throughout the semester.	<b>FALL 2012</b> <b>47.5% (47 out of 99) students received a 70% or higher on this assessment.</b>	<b>FALL 2012</b> <b>-SLO was received late in the semester</b> <b>-another section reported SLO objective was successful</b>
<b>1</b>	3) Evaluate the influence of industrialization, immigration, and urbanization on American society as well as the corresponding conservative and liberal responses.	75% of students will score 80% or better on 5 common multiple choice questions embedded in tests or quizzes throughout the semester.		

1	4) Critically analyze historical data related to regional, urban/rural, gender, and status groups.	80% of students will demonstrate a “C” level competence in a 500 word analysis of a primary source to be scored with a departmental rubric.		
1	5) Locate and identify geographical sites within the United States and the world and assess their importance for U.S. domestic growth and America’s strategic foreign involvements.	80% of students will complete maps that illustrate westward expansion, American imperialism, and global involvements during World Wars I and II, the Cold War era, and the present era.		
1	6) Identify, evaluate and summarize in essay form the significance of key events in the United States and explain the role of historical interpretation in their portrayal and understanding.	75% of students will score 70% or better on 25 common terms (defined and explained) embedded in tests and quizzes throughout the semester.  Specifically, twenty-five common multiple choice questions dealing with the role of major ethnic and racial groups in American politics, labor, and society	<b>SPRING 2012</b>  <b>60.5% (107 out of 177) students received a 70% or higher on this assessment.</b>	<b>SPRING 2012</b>  <b>Most sections reported students doing well or exceptionally well. The sections that did not report success included one online section. This once again begs us to ask the success of online learning.</b>
3	7) Locate primary and secondary sources in the library and on the Internet and be able to examine, assess, and organize sources into a logical argument..	80% of students will demonstrate a “C” level competence in a 500 word analysis of a primary source to be scored with a departmental rubric.		

**LA HARBOR COLLEGE**  
**Student Learning Outcomes (SLOs) Assessment Report**  
**Course Assessment**

**Division: Social and Behavioral Sciences**

**Discipline/Program: History**

**Course Number and Name: HISTORY 012 Political and Social History of the United States II**

**Program Contact Person: Son Nguyen**

**Phone: \_\_\_\_\_**

**Reviewed by: Lora Lane, SLO Assessment Coordinator**

**Date: December 2011**

**Attach additional pages as necessary.**

Institutional Learning Outcomes	Course Intended Outcomes	Means of Assessment and Criteria for Success	Summary of Data Collected	Use of Results
1	1) Formulate a basic chronology of the political, economic, and social developments of the United States from 1877 to the present.	Distribute a list of 10 events that are significant in 20 <sup>th</sup> century America. Embed “chronology checks” into class quizzes or tests. 90% of class will correctly place major events in correct chronological order.		
1	2) Compare and contrast the role of major ethnic and racial groups (African, European, Asian, Latin America, and Native American) in the American politics, labor, and society.	75% of students will score 70% or better on 10 common terms (defined and explained) embedded in tests and quizzes throughout the semester.		
1	3) Evaluate the influence of industrialization, immigration, and urbanization on American society as well as the corresponding conservative and liberal responses.	75% of students will score 80% or better on 5 common multiple choice questions embedded in tests or quizzes throughout the semester.	Fall 2011: 87 out of 109 students (80%) received a “C” or better on a 200 word primary source analysis dealing with immigration from 1870 to 1930.  *5 of 7 sections reporting.	This assignment seemed to have been successful in at least two of the sections as the instructors indicated their teaching strategies attested to high student pass rates. In three sections taught by S. Nguyen, the success rate was relatively low (62% versus 90% for other two sections). Two of the three sections were online classes and there will be some pedagogical analysis in terms of how to better deliver content via online classes. Regretfully, the assignment was revealed too late in the semester with not enough points attached to

				it for students to put serious work into it.
<b>1</b>	4) Critically analyze historical data related to regional, urban/rural, gender, and status groups.	80% of students will demonstrate a "C" level competence in a 500 word analysis of a primary source to be scored with a departmental rubric.		
<b>1</b>	5) Locate and identify geographical sites within the United States and the world and assess their importance for U.S. domestic growth and America's strategic foreign involvements.	80% of students will complete maps that illustrate westward expansion, American imperialism, and global involvements during World Wars I and II, the Cold War era, and the present era.		
<b>1</b>	6) Identify, evaluate and summarize in essay form the significance of key events in the United States and explain the role of historical interpretation in their portrayal and understanding.	80 % of students will demonstrate a "C" level competence in a 500 word essay evaluating a key event in U.S. history to be scored with a departmental rubric.		
<b>3</b>	7) Locate primary and secondary sources in the library and on the Internet and be able to examine, assess, and organize sources into a logical argument.	80% of students will demonstrate a "C" level competence in a 500 word analysis of a primary source to be scored with a departmental rubric.		

Date: 07-2011

Institutional Learning Outcomes	Course Intended Outcomes	Means of Assessment and Criteria for Success	Summary of Data Collected	Use of Results
1	1) Formulate a basic chronology of the political, economic, and social developments of the United States from 1877 to the present.	Distribute a list of 10 events that are significant in 20 <sup>th</sup> century America. Embed “chronology checks” into class quizzes or tests. 90% of class will correctly place major events in correct chronological order.	Spring 2011 75% of students placed events in correct chronological order.	Continue to integrate chronology into the course progression through lecture and use of timelines within class activities.
1	2) Compare and contrast the role of major ethnic and racial groups (African, European, Asian, Latin America, and Native American) in the American politics, labor, and society.	75% of students will score 80% or better on 10 common terms (defined and explained) embedded in tests and quizzes throughout the semester.	Spring 2011 83% of students scored 70% or better on ten common terms that were embedded in quizzes throughout the semester.	Continue to work on vocabulary-building skills utilizing the study aids provided by the text publisher in paper and on-line format.
1	3) Evaluate the influence of industrialization, immigration, and urbanization on American society as well as the corresponding conservative and liberal responses.	75% of students will score 80% or better on 5 common multiple choice questions embedded in tests or quizzes throughout the semester.	Spring 2011 72% of students scored 80% or better on 3 multiple choice questions embedded in quizzes.	Better collaboration needed between instructors in regard to the multiple choice questions that were selected. Current questions did not adequately reflect student learning.
1	4) Critically analyze historical data related to regional, urban/rural, gender, and status groups.	80% of students will demonstrate a “C” level competence in a 200 word analysis of a primary source to be scored with a departmental rubric.	Spring 2011 92% of students demonstrated a “C” level competence in a 200 word analysis of a primary source selected from the textbook.	Continue to distinguish between primary and secondary sources and clarify the critical analysis skills for essay writing.
1	5) Locate and identify geographical sites within the United States and the world and assess their importance for U.S. domestic growth and America’s strategic foreign involvements.	80% of students will complete maps that illustrate westward expansion, American imperialism, and global involvements during World Wars I and II, the Cold War era, and the present era.	Spring 2011 44% of students scored 70% or better on a map of westward expansion and explained the importance of 8 geographical locations. (6/10 sections reporting)	Introduce map more thoroughly in class; give examples linking geography and historical development.
1	6) Identify, evaluate and summarize in essay form the significance of key events in the United States and explain the role of historical interpretation in their portrayal and understanding.	80 % of students will demonstrate a “C” level competence in a 500 word essay evaluating a key event in U.S. history to be scored with a departmental rubric.	Spring 2011 6/10 sections 94% of students demonstrated a “C” level competence in a 500 word essay on the Civil right movement administered within the final exam.	Continue to trace key events in U.S. history and explain, through lecture and in-class activities, their interpretation by historians.
3	7) Locate primary and secondary sources in the library and on the Internet and be able to examine, assess, and organize sources into a logical	80% of students will demonstrate a “C” level competence in a 200 word analysis of a primary source to be scored with a departmental	Spring 2011 92% of students demonstrated a “C” level competence in a 200 word analysis of a	Continue to distinguish between primary and secondary sources, the process of locating these sources, and clarify the critical analysis

	argument.	rubric.	primary source selected from the textbook.	skills for essay writing.
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