Prepared by: Steve Natoli

What are the strengths of your area?: Our assessment cycles are in place; all assessments are on schedule. All full time faculty have been involved in the process. We have also gone to great lengths to involve our adjunct faculty in the assessment process. We service a large number of FTES (219.1 in 2012-13) with only 2.5 full time faculty members. Our success rates have been rising in five of our six courses. Our faculty members are involved on campus committees and student organizations. Our adjuncts are long-serving and dedicated.

What improvements are needed?: In the course that has a lower success rate we need to try and identify what, if any, changes might be needed. We have noticed a lack of geographical context in student writing and requested new, accurate maps for history classrooms. We have noted a lack of scholarly secondary sources in student writing. If the library procures the JSTOR archive, this may help address this issue.

Describe any external opportunities or challenges.: We have implemented new curriculum based on changes in the C-ID (course identification descriptors). We have new writing standards from the CSU and UC systems. We have also implemented new course outcomes for all of our courses.

Overall Outcome Achievement: We saw some strong trends across all of our courses. When presented with primary sources, students tended to use them explicitly and correctly as part of a narrative or argument. We saw some lack of reference to secondary sources. Students characteristically engaged in a wide diversity of viewpoints in a civil and constructive fashion. We saw some analysis for perspective but little analysis of credibility.

Changes based on outcome achievement: In almost every course, we changed essay prompts. We also emphasized the importance of explicitly identifying and citing primary and secondary sources. We have introduced more primary sources into our instruction. We changed textbooks in one course.

Outcome cycle evaluation: Our outcome cycle seems fine. We really do feel like we need some time to implement many of these changes. We also need time to really analyze the data we are generating in a thoughtful way and account for any anomalies.

Action: History Wall Maps

Buy and Mount History Maps in Classrooms
Herff Jones Nystrom Maps
Room 203: 1SR4 Africa $199 ea.
Room 203 & 204 1SR2 Europe $199 ea. (2 each)
Room 204: 132 WH World History $1565 ea.
Rooms 203 & 204 1USH1-16 U.S. History $862 ea. (2 each)
Rooms 203 & 204 1SRW W. Hemisphere $479 ea. (2 each)
Rooms 203 & 204 1SRE5 E. Hemisphere $587 ea. (2 each)

Implementation Timeline: 2013 - 2014
2014 - 2015

Start Date: 06/16/2014
Completion Date: 07/16/2014
Status: New Action

Identify related course/program outcomes:
Familiarize students with the importance of geographic factors in historical developments and events.

Person(s) Responsible (Name and Position):
Steve Natoli, Professor of History

Rationale (With supporting data):
Old maps were deteriorating, some were out of date and did not show recent events or current national configurations and borders.

Priority: High
Safety Issue: No
External Mandate: No