Course Evaluation for HIST 131:US HIST 1877-PRESENT-21182

Dear Professor Henderson,

**Please save the attached student course evaluation reports to a secure location outside of your current CSUSM email account. These files are required for periodic and/or annual performance review and should be kept in a secure location (in electronic and/or print form) outside of your email account. Thank You.**

The following describes one of two reports you will be receiving summarizing the results of your Spring 2016 course evaluations. The first report contains evaluation results for your HIST 131:US HIST 1877-PRESENT-21182 course. The second report (emailed separately) compares your courses’ results to those of other courses in your college.

The first part of the report (after the legend) shows the percentages for each of the closed-ended questions. The number to the right of the percentages represents the number of students who responded to the particular question.

The second part of the report is a graphical representation of the scaled questions. Please note there are three different numbers to the right. The "n" represents the number of students who answered the question (or sample size), "av" is the average rating, and "dev" is the standard deviation.

The next section presents the same results as above but in a histogram form. The fourth section presents the same information in a profile form. The profile line represents the averages of each of the scaled questions. The averages are also displayed to the right.

Please use caution while interpreting the results: when the sample size is small, the average and standard deviation can be relatively inaccurate. Thus, the response distribution is also given.

The last section contains the written-in responses to the open-ended questions. The responses are sorted by questions. If the evaluation was completed on-line, the answers are displayed in machine print.

If you would like more information about Class Climate or the new process, please visit our website www.csusm.edu/ipa/evals/CEindex.htm.
5. Open Response Questions

5.1) List one or two specific aspects of this course that were particularly effective in stimulating your interest in the materials presented or in fostering your learning.

Group Discussions/Discussion U/ proposal

The good part was making the in-class quizzes so we have to read/learn that week.

The group discussions were helpful because it was easier to talk about the readings in a small group rather than as a whole class.

The primary resources I really enjoyed reading them and still apply to society today.

The lectures were really well done and engaging. The reading was also well selected and added depth to the course.

The group discussions and the lectures helped me understand main ideas better.
> Small group discussions
> Feedback on essays

The small group discussions were very helpful but short on their time a little.

I especially liked the small group discussions as well as document discussions within the entire class.

- Group discussions
- Powerpoints

Quizzes and lectures

Small group discussions 1 group work

Listening to the lecture & having small groups discussions
1) The use of media (photos and videos) that were related with the topic

2) When the professor constantly, through the semester, tied what we learned to the course objectives.

one interest was the small group conversations, I enjoyed the in class writing b/c you got to hear other peoples opinions.

In class writing participation
Group discussions

Both very helpful

I was grateful for feedback and small groups, the professor was one of the most receptive, passionate and hard working professors we had.

the small group discussions were very helpful

I like the idea of small groups because I tend to be shy in expressing my thoughts to a larger group.

The professor’s presentations were helpful and added to my understanding of the material.
If relevant, describe one or two specific aspects of this course that lessened your interest in the materials presented or interfered with your learning.

N/A

It was the grading with the papers. I found it had caused all we need was to connect ideas. Grow should focus on the writing.

Nothing.

People not participating.

The quizzes and the in-class writing exercises.
N/A

The online quizzes helped encourage me to read, but often left me stressed and lessened my comprehension because I was more worried about the quiz.

too much lecturing, talking during class

participation grades

long lectures

Small group writing

Stringent grading on essays

N/A
Nothing was uninteresting

The format of written feedback being electronic was not the most convenient to access.

Online quizzes & supplemental readings. I felt as if attending the class wasn’t beneficial due to the weight of it being supplemental readings and online quizzes. Having to watch videos that were very long.

Although our class only met once a week, there were numerous readings that I often did not feel engaged with.

Long lectures. It made me lost sometimes.

53) What suggestions, if any, do you have for improving this course?

Group Discussions too long, still haven’t had feedback from exams
Don't do online quiz or test make them in class, since it makes people involved.

Push the powerpoints or cougar course could be helpful.

Less in-class writing please!!!

Keep quizzes online only

None

Have more small group discussions. Overall, good class.

N/A
Possibly organizing slides better and/or decreasing slide lecture to increase document/group discussions.

More activities or presentations to show knowledge would have been nice.

N/A

Tough grading on essays is fine if more class time is spent clearly outlining the expectations for the form expected. For example, how to write a top-quality compare contrast histo paper.

N/A, great as is!

Some staff that most American students know are not known to international students and it can be confusing.
More small writing participation in class

Keep up the group discussion followed by class discussions.

Either make it completely online or make coming to class more needed. I felt I could have done better in this course had I been able to stay home and do the readings/answer critical thinking.

Have more in-class exercises

Break up the amount of time dedicated to lecture to allow for more class/group discussions and in-class activities.

To make the lectures more interesting so that everyone can follow it.
Michael Henderson (as private and confidential)

Course Evaluation for HIST 131:US HIST 1877-PRESENT-21436

Dear Professor Henderson,

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The following describes one of two reports you will be receiving summarizing the results of your Spring 2016 course evaluations. The first report contains evaluation results for your HIST 131:US HIST 1877-PRESENT-21436 course. The second report (emailed separately) compares your courses' results to those of other courses in your college.

The first part of the report (after the legend) shows the percentages for each of the closed-ended questions. The number to the right of the percentages represents the number of students who responded to the particular question.

The second part of the report is a graphical representation of the scaled questions. Please note there are three different numbers to the right. The "n" represents the number of students who answered the question (or sample size), "av" is the average rating, and "dev" is the standard deviation.

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5. Open Response Questions

5.1) List one or two specific aspects of this course that were particularly effective in stimulating your interest in the materials presented or in fostering your learning.

The readings are extremely helpful. I know lots of students complain about how lengthy they are, but when discussing, you think back on what you read and it just makes sense. Also, when something's unclear when reading, it's always encouraging to ask the professor.

The small group discussions were very helpful, especially when I didn't quite understand the readings. The Powerpoints were helpful as well as I learned a great deal writing the notes.

Any short documentaries or group discussions were helpful.

Our group talks I really enjoyed; it helped me have better understanding. Also when the professor would come around during group talks and ask questions, it helped me learn more things I didn't pick up at first.

This was a very long and drawn out class, for a GE requirement. The subject matter was interesting, if you were very enthusiastic & knowledgeable about the course. This class went by too quickly, in terms of trying to grasp & retain all of the material. Since this was a GE, I think the overall structure of the course should be easier, as more work doesn't

I loved the way presented the topics/documents very engaging.
I liked group discussion because I was able to get other views on the reading

The group discussions

Australian Accent

group discussions on the readings were the most helpful aspect

I enjoyed the feedback on papers

I really enjoyed working in groups. It allowed me to get help from other classmates on reading material I did not understand.

I also liked reading packets rather than just from a text book. Each packet changed up my reading to keep me interested and I got to surwrite my notes at my understanding.

The lectures and group discussions.

in-class group exercises, online quizzes
Henderson has been the best history teacher I have ever had!
"Having assigned readings & quizzes prior to the class meeting was helpful to better understand the topics discussed in class. The feedback on our papers was helpful tremendously, so I know what to do next time."

N/A

- Group interactions
- Showing clips/movies

The fact there were little sections of readings was good, not too much.

The small-group discussions were very helpful to the understanding of the readings because it helped that others had similar or different understandings of the reading.

**Group Discussions**

Reading the articles was helpful to understand what was happening at that time with primary sources.
1. Working in groups and discussing the primary sources.

2. Reading the articles

3. Very fair assignments & workload given.

4. Forcing interaction/group work helped me teach each other.

5. Your accent was

   The reading quizzes for the sources we read on read more very helpful, as well as the online quizzes that allowed me to understand the reading.

   Having quizzes online

   the online quizzes motivated me to read the material. The in-class quizzes also motivated me to discuss.

   The small groups and talking about the articles, and online quizzes in class writing assignments helped me analyze the article.
Although you wouldn’t really give lecture notes in class, I really find it helpful just because sometimes the material was confusing.

- Group discussions
- Quizzes online & during class

The smaller group discussions and quizzes made me read the articles and made me prepare for class.

This professor offered a lot of different views on the subject and was great at explaining the coursework.

The in class discussions help a lot.

Online quizzes and the primary source.
If relevant, describe one or two specific aspects of this course that lessened your interest in the materials presented or interfered with your learning.

Essays! But they're part of university learning. Perhaps be a bit more specific on instructions.

I felt as though the grading for the essays were harsh, but the feedback was helpful.

N/A

The quizzes were just frustrating. The 2 times I didn't read I got 8/16 and all the others I read and did well.

Where to start... Like I said, this course had too much information for me to keep up. There were an insane number of required readings, if reading is NOT teaching. There is NO need to assign this much work because take into consideration the amount of work we have in our other classes. Lastly, the structure of this course was too fast, the info could come across better w/ less assignments & reading requirements.

Although the writing assignments we did contributed to reading the material, the long essays were very difficult for me. I had a hard time creating a synthesis. I felt it was hard grasp the theme you want us to obtain. Some of the Primary Source were too long.
Nothing really lessened my interest may be essay, but that's just cause, because I hate essays.

N/A

writing papers, and too much readings at times.

Too much reading. Like 4-5 pages each night. The way they speak in the documents is confusing.

Printing so many papers when I could just as easily bring my laptop.

- the amount of reading
- class was too slow
I hate printing out the documents, too much $$$

nothing

the readings
  online quizzes

At times the readings were alot and it discouraged me from completing them.

1. Too much reading!
   I mean it wasn't a lot at all, just that I would get stressed when I had other homework for other classes like essays. Trying to manage it all.

the amount of articles given

1. Too much listening and talking.

2. Maybe gives a multiple choice final next time. I'm scared for the essay.
Too long of lectures and class discussions (easier to have in small groups)

If we didn’t have an in class group writing assignment, I think groups would get off topic. I would suggest having groups turn in a summary of what they learned to keep them on topic. We didn’t have so much reading for every class.

The amount of articles we needed to print out and not being able to use laptops to read articles to reduce waste.

Some lectures were confusing and unclear.


there seemed to be a whole lot of reading, I know it’s a history class, but there was a lot.
What suggestions, if any, do you have for improving this course?

Maybe don't grade so harshly on the papers, as it can be a little discouraging.

At least once in the course, try to have a class discussion in a more "Socratic Seminar" type fashion, rather than asking singular questions to students.

The group discussions weren't helpful b/c if the majority of people didn't read, we had nothing to talk about. Online quizzes were pointless. When I would spend hours reading, I would get a 4/10. When I started to not read at all & guess, I would get 10/10. This is just for points & isn't helpful.

Having more writing exercises to help students who can't really write lengthy or abstract papers a chance to develop good topic sentences, thesis & overall understanding.

There was too much reading & I did not learn from it as much as I did the lectures.

More videos, quizzes on the videos.
Group discussion are perfect in helping understand
Reading amount is good no less, no more
(well, maybeless)

reduce the number of readings so they
focus on what is the most important.

Way too much reading. Lost so much ink just
for this class.

Allow Laptops for articles is less time
lecturing Students lose focus if you talk
all class.

make it so the class has to
interact more so they stay involved.

none
I have no suggestions but having essays instead of exams really helped my learning by the way.

I think the class is great. Shows a lot of interest and explains things clearly.

to give less articles each week. It's difficult to dedicate a lot of time to reading & analyzing each one. I think we should read some articles in class together, and then discuss. Also, the lecture needs to be more organized. I never was able to take effective

The course was great. The reading quizzes, primary sources, quizzes, and group work/discussion were very helpful.

Have a more hybridized class (in-class and online) since there is a lot of reading.

- more online quizzes than in-class quizzes.

None!
Keep the quizzes and keep just 3 essays.

I would say maybe less documents each week if you keep the textbook reading the same, or vice versa.

Have quizzes be every week instead of random like they were toward the end of the semester.
Course Evaluation for HIST 131:US HIST 1877-PRESENT-21442

Dear Professor Henderson,

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5. Open Response Questions

5.1 List one or two specific aspects of this course that were particularly effective in stimulating your interest in the materials presented or in fostering your learning.

His teaching method was fantastic. I could have listened to his lectures everyday. He would make it an interesting narrative & not lose our interest. I thought I hated history before taking this course, but I loved learning it from him. He made it so interesting!

The feedback given back on the long/short essays were very helpful.

The instructor was always well prepared & ready to teach for every class session. He was very assisting when students feiced any difficulties, & made the material very easy to comprehend.

- The quizzes
- The professors presentations on subject

I loved the small group exercises, helped me listen to what other people thought. Not a huge fan of the quizzes because I read anyways so the quizzes just added stress.

The group exercises helped me understand the material better. The online quizzes motivated me to read the documents (which is good!)

The in class discussions added to my understanding of the material a lot. In addition, the feedback on the papers were helpful. Also, the readings helped a lot.

Small group discussions
Study guides for documents

Online quizzes is kind of good

The group discussions were very helpful.

Group discussions, Analytical documentation

Loved the primary sources! Added a "human element" to a subject that usually only uses a dry textbook.

I found it very helpful when we had online quizzes, they encouraged me to read and pay close attention to the reading. I believe the amount of readings was appropriate to the level of the class, it wasn't bad. The group discussions were also helpful because other classmates would share their ideas on the readings and it was nice to see how each interpreted the reading. It was very helpful to have extensive feedback on our papers.
small group discussions & in class discussion about the articles. Also the powerpoints were effective since I am a visual learner.

Although the quizzes were a pain, it really encouraged me to read the material. Along with the essay feedback, it definitely helped me understand the concept more.

The Videos

online quizzes

There was a lot of really good discussion in which helped me understand it better and help me through the course.

Discussions, videos, documents

The professor and his enthusiasm about history added to my understanding of the course.
The professor didn't have us just memorize facts and dates, he made sure we understood key concepts.
The articles made the reading much more interesting than strictly reading out of the text. I enjoyed them as well as the group discussions to further my understanding on them. Professor Henderson is very enthusiastic and makes the subject fun to learn.

The group discussions really helped as well as the videos the professor provided before the online quizzes.

I found that the way the course was set up—more reading at home and discussions in class—was a much better method of learning than others. The online quizzes were definitely the majority of my motivation to read, and the feedback was very helpful for improvement.

- Power points
- Live Lectures

The primary sources on how people tend to view complex ideas

The online quiz is fun.
The way you step up your class is a fine structure. It's effective and good for us students to learn. The group work was the best part for me, because it helped me learn better with my classmates. It helped me learn the material better.

5.2) If relevant, describe one or two specific aspects of this course that lessened your interest in the materials presented or interfered with your learning.

A lot of reading. I didn't like how we needed to read a couple articles every week and complete a quiz based on the readings. I had a hard time understanding the readings so taking the quizzes were very difficult. Quiz were not helpful for me. It created tension and I focused less on my understanding of the documents to obtain a good grade.

- The small-group discussions and the in-class writing and quizzes.

Some documents were hard to understand at times, but we did a good job discussing what they meant. The feedback on the essay was very helpful but kind of offensive, but did help.

I didn't think the quizzes were helpful because I would still do poorly even though I did the readings.
group work

The in class exercises were very helpful b/c I would understand the material more.

Nothing. Being a history major nothing lessened my interest

I think clarity on the essay prompts that the resources are for support and you don't need a quote for every single one because that was my big mistake.

The articles

small group discussions
Nothing lessened my interest.

N/A

Pop up quizzes

tried to put the main topic on slides or what exactly you want students to get back

same presentation day.

It's not that I don't like the quizzes, it was just frustrating that I always would get low scores on the quiz, even after reviewing the book and readings. I guess for some people it hel

5.3) What suggestions, if any, do you have for improving this course?

The day he randomized the groups, I was placed with 4 group members who didn't talk at all. I liked my original group, we all were able to contribute and collaborate on learning the material.

Quiz after taking/lecturing about the readings/articles/documents.

Future suggestions: to mix groups once in a while.

- To have more quizzes, less group discussions.

Maybe a group project or paper. Great professor and a great class, learned a lot and had a great semester in him.

NA
Continue to do the reading guides and the video ones too.

Have questions to answer available for small-group discussions and documents.

It is a good subject, but it is hard to understand. Professor explains very clearly.

I did not like the quizzes because I would not understand the material I read. Maybe put it after the class has ended so we could do the quiz and get a better grade than failing it.

I would like to see more examples of finding historical significance and how to analyze more properly.

More class participation. Some students participated everyday. Would like to hear from everyone.
perhaps a second chance on quizzes.

Maybe do quizzes that summarize chapters bi-weekly? Historical videos, docs., & evidence of history really helps students see things & understand things more clearly.

N/A

More videos before online quizzes, very helpful. 

N/A

N/A

No, really good class.
you're a good teacher and most us students that aren't taking history as our major, we don't fully appreciate the extent you go to, to help us learn the material. You're doing good, and we should all give you more of our full attention when necessary.