

					<p><u>J. Smith</u> -30 of 37 students "passed" the assessment with a 70% or greater. This is an 81% passing rate and appears to satisfy the requirement of 80% or more of students passing. Seems accurate and although somewhat close to the requirement (1% above), it is going in the right direction.</p> <p>-25 of 37 students "passed" the assessment with a 70% or greater. This is an 67.5% passing rate and is markedly below the requirement of 80% or more of students passing. I am not sure what accounts for the differences between the two sections, but in the future perhaps providing a more structured section on chronology in the early semester will help place this more in context for students, even if it is a small hand out or form in which they can follow the events of the semester and get a better idea where things fit into place.</p> <p><u>Valadez</u> The goal was reached. Providing students with a timeline in the beginning of the semester and reviewing it as we cover the events on the timeline has proven to be successful. However, I am planning on having students create their own timeline.</p>
1	1	<p>2) Demonstrate knowledge of geography including</p> <p>a) 16th and 17th century colonial claims</p> <p>b) 19th century westward expansion</p> <p>c) U.S. sectionalism.</p>	<p>Means: Assess three U.S. maps demonstrating 16th and 17th century colonial claims, 19th century westward expansion, and sectionalism.</p> <p>Criteria: 80% of class will correctly complete maps and score C or better on quizzes that evaluate correct geographical placement.</p>	<p>Spring 2015</p> <p>92 out of 100 (92%) received a "C" or better.</p> <p>Fall 2014</p> <p>93 out of 104 (89%) received a "C" or better.</p>	<p>Spring 2015</p> <p><u>T. Ursic</u> Since results were good, the same instruction method will be used.</p> <p><u>M. Valadez</u> The objective was met. Revise the map. Have more maps online for students to study.</p> <p><u>D. Weber</u> Continue as before</p> <p>Fall 2014</p> <p><u>D. Gatlin</u> TO ASCERTAIN THE LEVEL OF THE HISTORICAL SOPHISTICATION OF THE STUDENTS IN RELATIONSHIP TO THEIR UNDERSTANDING OF THE RELATIONSHIPS OF SOME OF THE MOST IMPORTANT EVENTS IN SHAPING THE EARLY USA POLITICAL, CULTURAL AND HISTORICAL CONTOURS OF EARLY AMERICAN HISTORY.</p> <p><u>A. Ramirez</u> This SLO came very naturally to me because I use images, including maps, during lecture. My students did very well in regards to this SLO. They seem to be very visual.</p> <p><u>M. Valadez</u> The objective was met. Perhaps to get more students to take SLO#3 I might have the students take the map quiz earlier in the semester.</p>

					<p><u>M. Valadez</u> The percentage of students scoring a “C” or better was remarkably low. To improve scores perhaps students need to receive the terms before the discussions, lectures, and readings on the constitution. Perhaps an in-class writing assignment on the fundamentals of the constitution might improve the scores.</p>
2	5	4) Analyze the influence of race, ethnicity, status, and religion in the organization American labor and the formation of American society and its values.	<p>Means: 25 multiple choice questions evaluating the impact of race, ethnicity, status, religion, and labor organization to be administered at the end of the course as part of the final exam. Criteria: 80% of class will demonstrate C level of competence</p>	<p>Spring 2015</p> <p>104 out of 158 (66%) received a “C” or better.</p> <p>Fall 2014</p> <p>12 out of 29 (41%) received a “C” or better.</p>	<p>Spring 2015</p> <p><u>T. Garvin</u> As this was a cumulative exam, students seemed to struggle recalling all the content at the end of the semester. In the future, it might be more efficient to split the quiz into two administer relative to the midterm and final exam. <u>K. Hitt</u> Student learning objective was met. I will strive as my teaching goal to achieve 100% of student success. <u>T. Ursic</u> More emphasis will be placed on topics that the students did not do well on. <u>M. Valadez</u> The objective was not met. The lectures will be revamped to include more questions on the influence of race and class in American society. <u>D. Weber</u> Unknown; class was very low and did poorly despite my emphasis on these issues.</p> <p>Fall 2014</p> <p><u>M. Valadez</u> The objective was not met. The lectures will be revamped to include more questions on the influence of race and class in American society.</p>
3	4	5) Locate primary and secondary sources in the library and on the internet; distinguish between the two types of historical sources and in essay form, critically evaluate each.	<p>Means: Analysis of a primary source that draws on secondary documentation for background and context. Analysis must evidence correct essay organization. Criteria: 80% of class will demonstrate C level of competence with a primary source analysis related to colonial ethnicity, religion, status, or labor.</p>	<p>Spring 2015</p> <p>134 out of 151 (89%) received a “C” or better.</p>	<p>Spring 2015</p> <p><u>E. Joiner</u> The critical essay assignment would seem to be a more authentic assessment and teaches not only organizational and writing skills but critical thinking skills as well. <u>D. Simon</u> -The students read and wrote about a primary document in Voices of Freedom; as this is a common project, most students intuitively understood how to successfully approach the process. -Our class regularly read and analyzed primary sources found in Voices of Freedom and Give Me Liberty so most students successfully completed this assessment. <u>K. Smith</u> Using Madison's 10th Federalist was a use of a primary source. The research that the students have done would involve secondary sources - i.e. historians who have written ABOUT Madison's 10th Federalist. We did an in class exercise showing the difference where students each wrote a paragraph about themselves in their own words, then,</p>

				<p>Fall 2014</p> <p>123 out of 147 (83%) received a “C” or better.</p>	<p>below, another student wrote ABOUT what the student in the above autobiographical paragraph was all about - on one sheet of paper, a simple primary and secondary source - very basic and some would say too simple, but it help explain in very simple terms the difference.</p> <p><u>T. Ursic</u> More time will be spent going over the primary readings in class, so that more <u>students participate in the assignment.</u></p> <p><u>M. Valadez</u> The objective was met. However, students struggled with the Chicago style of citing. Will spend more class time going over the Chicago Style.</p> <p>Fall 2014</p> <p><u>E. Joiner</u> Students who completed the essay averaged a 77% which indicates that online instructions are effective in communicating the requirement and expectations for the first assignment. The major problem is that 11 out of of the 33 students did not complete the first assignment which does not allow me to give any feedback or provide further instruction. Even though I accept the first essay late with a 5 pt. penalty, those students who did not submit set themselves up for failing the course. Next semester I will try to contact each student who did not submit an essay and try to give one last push for the importance of the assignment.</p> <p><u>A. Ramirez</u> Most students did very well in regards to this assignment. Those that did not receive full credit failed to answer the question and/or failed to meet the page requirement. I believe these students did not spend enough time working on this assignment.</p> <p><u>J. Smith</u> -85% of students passed this assessment with a 70% or higher. Focusing throughout the class on primary sources and documents seems to have had some effect in the long term on this assessment comparing the Declaration to the Massachusetts slave Petition of 1777. In comparison to a multiple choice assessment, this one gives students more of a chance to expand. This could be either a positive or negative grading situation because it has room for more leeway in terms of grading than an exact answer question would have. 83% of students passed this assessment with a 70% or higher. -Focusing throughout the class on primary sources and documents seems to have had some effect in the long term on this assessment comparing the Declaration to the Massachusetts slave Petition of 1777. In comparison to a multiple choice assessment, this one gives students more of a chance to expand. This could be either a positive or negative grading situation because it has room for more leeway in terms of grading than an exact answer question would have. This class falls a little bit below the other section, despite being a later class.</p>
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				<p><u>M. Valadez</u> The objective was met. However, students struggled with the Chicago style of citing. Will have take students to the library and promote LLC' workshops on Chicago Style.</p>
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Spring 2014

ILO	PLO	Course Intended Outcomes	Means of Assessment and Criteria for Success	Summary of Data Collected	Use of Results
1	1	1) Organize a chronology of early U.S history that encompasses the period's central political, economic, and social developments including Native Americans, Africans, and Europeans.	Means: Distribute a list of 15 events that are significant within the History 11 timeframe. With 5 multiple choice questions quiz students in terms of "what came first" and "what came last." Criteria: 80 % of students will score C (70%) or better on the chronology quiz.	33 out of 33 (100%) received a "C" or better.	The format for learning chronology seems to be successful. I plan to continue this format but incorporate events and their dates more thoroughly into the online Discussion Board. I am pleased that students are grasping the chronology of History 11 but I want to concentrate on the significance of these events.
1	1	2) Demonstrate knowledge of geography including a) 16 th and 17 th century colonial claims b) 19 th century westward expansion c) U.S. sectionalism.	Means: Assess three U.S. maps demonstrating 16 th and 17 th century colonial claims, 19 th century westward expansion, and sectionalism. Criteria: 80% of class will correctly complete maps and score C or better on quizzes that evaluate correct geographical placement.		
1	1	3) Identify the history and principles of the U.S. Constitution and their implications for governance.	Means: 10 multiple choice questions assessing the history and principles of the U.S. Constitution. Criteria: 80% of class will score "C" or better on the questions.	21 out of 30 (70%) received a "C" or better.	This assignment seemed useful for students, although 70% seems on the border of unsuccessful. Next time would focus more on this topic in an attempt to raise the student success rate.
2	5	4) Analyze the influence of race, ethnicity, status, and religion in the organization American labor and the formation of American society and its values.	Means: 25 multiple choice questions evaluating the impact of race, ethnicity, status, religion, and labor organization to be administered at the end of the course as part of the final exam. Criteria: 80% of class will demonstrate C level of competence	83 out of 180 (46%) received a "C" or better.	More emphasis will be placed on those topics which students did not do as well on. This appears to be a more successful exercise than others and I think through the vehicle of the Civil War and events leading up to the 1860s, students can effectively grasp these concepts and apply them. Based on the results, I will continue to see that these 25 questions on the SLO are incorporated into lesson plans, lectures and on the three exams I give throughout the semester. My goal is 100% of students taking the assessment would score 100% - it's a lofty goal but one I will continue to work for. Instructor counted the 25 point multiple choice assessment as extra credit at the end of the semester. Students performed poorly on this exam. One reason is that it was given as extra credit and students did not take it as seriously as the actual final. I was also comprehensive and I did not provide any sort of general review of this material. I want to use these themes as the focus for a final recorded explanation for the course in week 16. Rather

					than present it as "add-on" assessment I can tie these themes into the broader context of freedom and liberty and hopefully raise these scores.
3	4	5) Locate primary and secondary sources in the library and on the internet; distinguish between the two types of historical sources and in essay form, critically evaluate each.	<p>Means: Analysis of a primary source that draws on secondary documentation for background and context. Analysis must evidence correct essay organization.</p> <p>Criteria: 80% of class will demonstrate C level of competence with a primary source analysis related to colonial ethnicity, religion, status, or labor.</p>	152 out of 200 (76%) received a "C" or better.	<p>This is the second of four essay assignments analyzing primary sources. Students show steady progress through the four. To improve I will rework my essay instructions and develop more detailed instructions for each part-outline, thesis, essay, and Works Cited. These will be posted at Modules. I also want to develop short quizzes on formatting.</p> <p>Given as a reading quiz in which students wrote a short answer response to a prompt based on the documents from Voices of Freedom text.</p> <p>This assignment allowed students to analyze two different historical figures. In addition, these two documents helped students understand indentured servitude at a deeper level because two different experiences were presented to them. Once again, most students did the assignment and did an excellent job at meeting the assignment requirements. Overall, I'm very happy that most students did the assignment and their good marks were encouraging and inspiring.</p> <p>Place German migration into more focused part of lecture rather than relegate it to reading.</p> <p>I think the essay format is perfect for this assessment, allowing for a discussion of historical argument, source information and comparison, etc. In terms of source usage, this is a good metric to see if students are getting the concepts.</p> <p>Since results were good, the same instruction method will be used for the next semester.</p>

SLO's have been revised for Fall 2013

Institutional Learning Outcomes	Course Intended Outcomes	Means of Assessment and Criteria for Success	Summary of Data Collected	Use of Results
1	1) Organize a chronology of early U.S history that encompasses the period's central political, economic, and social developments including Native Americans, Africans, and Europeans.	Means: Distribute a list of 15 events that are significant within the History 11 timeframe. With 5 multiple choice questions quiz students in terms of "what came first" and "what came last." Criteria: 80 % of students will score C (70%) or better on the chronology quiz.	62 out of 71 (87%) received a "C" or better.	More emphasis will be placed on the specific dates and events for next semester. For students who participate fully in the class, chronology does not appear to be difficult. For those who are not participating I continue to work on strategies to draw them in. I want to incorporate more of these events into the online discussion boards in order to reinforce not only the order in which events occurred but why these events are significant throughout the period.
1	2) Demonstrate knowledge of geography including a) 16 th and 17 th century colonial claims b) 19 th century westward expansion c) U.S. sectionalism.	Means: Assess three U.S. maps demonstrating 16 th and 17 th century colonial claims, 19 th century westward expansion, and sectionalism. Criteria: 80% of class will correctly complete maps and score C or better on quizzes that evaluate correct geographical placement.	30 out of 37 (81%) received a "C" or better.	Continued emphasis on geography. Although we exceeded the standard, we need to continue to emphasize geography in the class by always referencing to it in our lectures and discussions. We need to continue to use maps whenever possible.
1	3) Identify the history and principles of the U.S. Constitution and their implications for governance.	Means: 10 multiple choice questions assessing the history and principles of the U.S. Constitution. Criteria: 80% of class will score "C" or better on the questions.	22 out of 37 (60%) received a "C" or better.	More time will be spent next the semester on the principles of the U.S. Constitution and its implications for governance.
	4) Analyze the influence of race, ethnicity, status, and religion in the organization American labor and the formation of American society and its values.	Means: 25 multiple choice questions evaluating the impact of race, ethnicity, status, religion, and labor organization to be administered at the end of the course as part of the final exam. Criteria: 80% of class will demonstrate C level of competence	48 out of 70 (69%) received a "C" or better.	Because this exam is given at the end of the semester along with the final, it comes as a review of the entire course. I want to set up a vocabulary review at Modules to direct students to important terms dealing with race, ethnicity, and religion before taking the exam. As it is, even though this material has been covered somewhere in the course, it needs more review before the final exam.

<p>3</p>	<p>5) Locate primary and secondary sources in the library and on the internet; distinguish between the two types of historical sources and in essay form, critically evaluate each.</p>	<p>Means: Analysis of a primary source that draws on secondary documentation for background and context. Analysis must evidence correct essay organization. Criteria: 80% of class will demonstrate C level of competence with a primary source analysis related to colonial ethnicity, religion, status, or labor.</p>	<p>64 out of 70 (91%) received a “C” or better.</p>	<p>More emphasis will be placed next semester on topics that the students did not do well on.</p> <p>Because of the time frame of these primary sources, this was the first essay assigned in the course. I would like to move the assessment to the middle or end of the course so that students will have an opportunity to write earlier essays and receive feedback from me. It was satisfying that all of the students who completed this assessment received a C or better. Not surprisingly, students who completed the first essay improved and most received at least a grade higher on later essay submissions.</p>
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LA HARBOR COLLEGE
Student Learning Outcomes (SLOs) Assessment Report
Course Assessment

Division: Social and Behavioral Sciences

Discipline/Program: History

Course Number and Name: HISTORY 011 Political and Social History of the United States I

Program Contact Person:

Phone: _____

Reviewed by:

Date: June 2013

Attach additional pages as necessary.

Institutional Mission & Goals	Course Intended Outcomes	Means of Assessment and Criteria for Success	Summary of Data Collected	Use of Results
1	1) Identify the experiences of Native Americans, Europeans, and Africans in the U.S. colonial history and analyze each culture's contribution to colonial economics and society.	75 % of students will demonstrate a "C" or better level of competence in a 500 word essay comparing the experiences of Native Americans, Africans, and Europeans in colonial America to be graded by a departmental rubric.		
1	2) Formulate a chronology of U.S colonial history that encompasses the period's central political, economic, and social developments.	Conduct a chronology exercise that requires students to place the events of a given era of Colonial America in chronological order.	<p>SPRING 2013</p> <p>74.5% (117 of 157) students received a "C" or higher on this assessment</p> <p>Students were given 5 multiple choice questions regarding their understanding of chronology in history.</p>	<p>SPRING 2013</p> <p>-Most of the instructors claimed this was a success in their classes and will continue their same methodology. There was one section that did not do well and the instructor claimed that the timing of the assessment was not conducive to success.</p>

1	3) Demonstrate knowledge of colonial geography including 16 th and 17 th century colonial claims and 19 th century westward expansion and sectionalism.	90% of class will correctly complete U.S. maps demonstrating 16 th and 17 th century colonial claims and 19 th century westward expansion and sectionalism.		
1	4) Differentiate between colonial governments and evaluate the influence of colonial precedent on the revolutionary state constitutions, the Articles of Confederation, and the Constitution.	75% of students will score 80% or better on 10 common terms embedded in tests and quizzes throughout the semester.		
1	5) Identify the principles of republican government and their implications for governance and social organization in 18 th and 19 th century America.	80% of class will successfully complete a 250-word essay that evaluates the principles of republican government.		
1	6) Analyze the influence of race, ethnicity, status, and religion in the formation of American society and its values.	Department-wide 25 question multiple choice quiz assessing content from the entire semester		
1	7) Evaluate colonial America's labor systems (indentured, slave, wage) in the context of regional (North, South, Western) development	80% of students will demonstrate a "C" level of competence in a 200 word analysis of primary source related to colonial ethnicity, religion, status, or colonial labor systems. To be graded with a departmental rubric. To be graded with a departmental rubric.		

3	8) Locate primary and secondary sources in the library and on the internet; distinguish between the two types of historical sources and, in essay form, critically evaluate each.	80% of students will demonstrate a “C” level of competence in a 200 word analysis of primary source related to colonial ethnicity, religion, status, or colonial labor systems.		
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LA HARBOR COLLEGE
Student Learning Outcomes (SLOs) Assessment Report
Course Assessment

Division: Social and Behavioral Sciences

Discipline/Program: History

Course Number and Name: HISTORY 011 Political and Social History of the United States I

Program Contact Person: _____ Phone: _____

Reviewed by: _____, Academic Dean Date: December 2012

Attach additional pages as necessary.

Institutional Mission & Goals	Course Intended Outcomes	Means of Assessment and Criteria for Success	Summary of Data Collected	Use of Results
1	1) Identify the experiences of Native Americans, Europeans, and Africans in the U.S. colonial history and analyze each culture's contribution to colonial economics and society.	75 % of students will demonstrate a "C" or better level of competence in a 500 word essay comparing the experiences of Native Americans, Africans, and Europeans in colonial America to be graded by a departmental rubric.		
1	2) Formulate a chronology of U.S colonial history that encompasses the period's central political, economic, and social developments.	Conduct a chronology exercise that requires students to place the events of a given era of Colonial America in chronological order.		
1	3) Demonstrate knowledge of colonial geography including 16 th and 17 th century colonial claims and 19 th century westward expansion and sectionalism.	90% of class will correctly complete U.S. maps demonstrating 16 th and 17 th century colonial claims and 19 th century westward expansion and sectionalism.		

1	4) Differentiate between colonial governments and evaluate the influence of colonial precedent on the revolutionary state constitutions, the Articles of Confederation, and the Constitution.	75% of students will score 80% or better on 10 common terms embedded in tests and quizzes throughout the semester.		
1	5) Identify the principles of republican government and their implications for governance and social organization in 18 th and 19 th century America.	80% of class will successfully complete a 250-word essay that evaluates the principles of republican government.		
1	6) Analyze the influence of race, ethnicity, status, and religion in the formation of American society and its values.	Department-wide 25 question multiple choice quiz assessing content from the entire semester	FALL 2012 56% (41 of 73) students received a 70% or higher on this assessment	FALL 2012 -The timing of assessment may have hurt student scores -Focus the lecture on the questions that students missed most
1	7) Evaluate colonial America's labor systems (indentured, slave, wage) in the context of regional (North, South, Western) development	80% of students will demonstrate a "C" level of competence in a 200 word analysis of primary source related to colonial ethnicity, religion, status, or colonial labor systems. To be graded with a departmental rubric. To be graded with a departmental rubric.		
3	8) Locate primary and secondary sources in the library and on the internet; distinguish between the two types of historical sources and, in essay form, critically evaluate each.	80% of students will demonstrate a "C" level of competence in a 200 word analysis of primary source related to colonial ethnicity, religion, status, or colonial labor systems.		

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

Division: Social and Behavioral Sciences

Discipline/Program: History

Course Number and Name: HISTORY 011 Political and Social History of the United States I

Program Contact Person: _____ **Phone:** _____

Reviewed by: _____, Academic Dean **Date:** June, 2012

Attach additional pages as necessary.

Institutional Mission & Goals	Course Intended Outcomes	Means of Assessment and Criteria for Success	Summary of Data Collected	Use of Results
1	1) Identify the experiences of Native Americans, Europeans, and Africans in the U.S. colonial history and analyze each culture's contribution to colonial economics and society.	75 % of students will demonstrate a "C" or better level of competence in a 500 word essay comparing the experiences of Native Americans, Africans, and Europeans in colonial America to be graded by a departmental rubric.		
1	2) Formulate a chronology of U.S colonial history that encompasses the period's central political, economic, and social developments.	Conduct a chronology exercise that requires students to place the events of a given era of Colonial America in chronological order.		
1	3) Demonstrate knowledge of colonial geography including 16 th and 17 th century colonial claims and 19 th century westward expansion and sectionalism.	90% of class will correctly complete U.S. maps demonstrating 16 th and 17 th century colonial claims and 19 th century westward expansion and sectionalism.		

1	4) Differentiate between colonial governments and evaluate the influence of colonial precedent on the revolutionary state constitutions, the Articles of Confederation, and the Constitution.	75% of students will score 80% or better on 10 common terms embedded in tests and quizzes throughout the semester.		
1	5) Identify the principles of republican government and their implications for governance and social organization in 18 th and 19 th century America.	80% of class will successfully complete a 250-word essay that evaluates the principles of republican government.		
1	6) Analyze the influence of race, ethnicity, status, and religion in the formation of American society and its values.	Department-wide 25 question multiple choice quiz assessing content from the entire semester	SPRING 2012 20% (28 of 139) students received a 70% or higher on this assessment	SPRING 2012 -The assessment was received late in the semester. Perhaps instructors did not have adequate prep time. -Two sections reported the assessment given as part of the final exam extra credit. Perhaps students did not take it as seriously as if it were counted normally?
1	7) Evaluate colonial America's labor systems (indentured, slave, wage) in the context of regional (North, South, Western) development	80% of students will demonstrate a "C" level of competence in a 200 word analysis of primary source related to colonial ethnicity, religion, status, or colonial labor systems. To be graded with a departmental rubric. To be graded with a departmental rubric.		

3	8) Locate primary and secondary sources in the library and on the internet; distinguish between the two types of historical sources and, in essay form, critically evaluate each.	80% of students will demonstrate a “C” level of competence in a 200 word analysis of primary source related to colonial ethnicity, religion, status, or colonial labor systems.		
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LA HARBOR COLLEGE
Student Learning Outcomes (SLOs) Assessment Report
Course Assessment

Division: Social and Behavioral Sciences

Discipline/Program: History

Course Number and Name: HISTORY 011 Political and Social History of the United States I

Program Contact Person: Son Nguyen

Phone: _____

Reviewed by: Lora Lane, SLO Assessment Coordinator

Date: February 2012

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) Identify the experiences of Native Americans, Europeans, and Africans in the U.S. colonial history and analyze each culture's contribution to colonial economics and society.	75 % of students will demonstrate a "C" or better level of competence in a 500 word essay comparing the experiences of Native Americans, Africans, and Europeans in colonial America to be graded by a departmental rubric.	Spring 2009: 70 % of students demonstrated a "C" or better level of competence on a 500 word essay comparing the experiences of Native Americans, Africans, and Europeans in Colonial America.	Work on writing improvements
1	2) Formulate a chronology of U.S colonial history that encompasses the period's central political, economic, and social developments.	Conduct a chronology exercise that requires students to place the events of a given era of Colonial America in chronological order.	Spring 2009: 86% of students participated in classroom activity presenting a timeline to the class. The class was divided into three groups-Policy, Foreign and Domestic, Market Revolution, and Age of Reform. Each group filled in appropriate achievements/events on a timeline. Events were then placed on the white board for discussion by the entire class.	
1	3) Demonstrate knowledge of colonial geography including 16 th and 17 th century colonial claims and 19 th century westward expansion and sectionalism.	90% of class will correctly complete U.S. maps demonstrating 16 th and 17 th century colonial claims and 19 th century westward expansion and sectionalism.	Spring 2011 4 out of 12 Sections 71.5% of students (50 out of 70) received a "C" (70%) or better on a map demonstrating the location and significance of major areas in the 18 th century America West. Spring 2009: 97% of class correctly identified	-Provide students with more visual aids and give students more class time to complete the colonial map. -Provide more detailed map visuals in class and highlight some of the major areas of interest in class lecture better. -Provide at least one practice assignment or quiz to prepare for assessment

			the 13 original British colonies and the major port cities of Anglo-America.	
1	4) Differentiate between colonial governments and evaluate the influence of colonial precedent on the revolutionary state constitutions, the Articles of Confederation, and the Constitution.	75% of students will score 80% or better on 10 common terms embedded in tests and quizzes throughout the semester.		
1	5) Identify the principles of republican government and their implications for governance and social organization in 18 th and 19 th century America.	80% of class will successfully complete a 250-word essay that evaluates the principles of republican government.	Spring 2009: 76% of class answered an essay question "Explain how the Constitution, which replaced the Articles of Confederation, would lead to great stability and order.	
1	6) Analyze the influence of race, ethnicity, status, and religion in the formation of American society and its values.	80% of students will demonstrate a "C" level of competence in a 200 word analysis of primary source related to colonial ethnicity, religion, status, or colonial labor systems. To be graded with a departmental rubric.	Fall 2011: 73% of students (119 of 164) scored a "C" or higher on a 200 word analysis of a primary source about job occupations of Irish and German immigrants in the mid 1800's. *7 of 9 sections reporting.	-Focus on "other" immigrant groups (European) more -Assign it earlier in the semester and make it worth more points -More in-depth lecture on that part of the course -Encourage students to actually do their readings -change discussion lectures of primary sources associated with this topic
1	7) Evaluate colonial America's labor systems (indentured, slave, wage) in the context of regional (North, South, Western) development	80% of students will demonstrate a "C" level of competence in a 200 word analysis of primary source related to colonial ethnicity, religion, status, or colonial labor systems. To be graded with a departmental rubric. To be graded with a departmental rubric.		
3	8) Locate primary and secondary sources in the library and on the internet; distinguish between the two types of historical sources and, in essay form, critically evaluate each.	80% of students will demonstrate a "C" level of competence in a 200 word analysis of primary source related to colonial ethnicity, religion, status, or colonial labor systems.	Fall 2011: 73% of students (119 of 164) scored a "C" or higher on a 200 word analysis of a primary source about job occupations of Irish and German immigrants in the mid 1800's. *7 of 9 sections reporting.	-Focus on "other" immigrant groups (European) more -Assign it earlier in the semester and make it worth more points -More in-depth lecture on that part of the course -Encourage students to actually do their readings -change discussion lectures of primary sources associated with this topic

