

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

Division: Social and Behavioral Sciences _____ **Discipline/Program:** History

Course Number and Name: History 20- History of California and the Pacific Coast

Program Contact Person: Ellen Joiner _____ **Phone:** _____

Taught by: _____

Date: Spring 2015

ISLO	PLO	Course Intended Outcomes	Means of Assessment and Criteria for Success	Summary of Data Collected	Use of Results
1	1	1) Formulate a timeline and a map demonstrating the history of California.	75% of class will correctly place 10 major events in correct chronological order and locate pertinent geographical locations on a California map.	Spring 2015 Final exam 68% or 13/19 scored a "C" or better.	Spring 2015 The goal was not achieved. Will provide the class with more maps and will integrate more detailed maps into the lectures. In addition, will have the students create a timeline online.
1	1	2) Describe the economic, social, and political organization of California's indigenous peoples and the impact of European exploration and colonization of the Southwest and the Pacific Coast.	75% of students will score "C" or better on matching, multiple choice, and short answer questions.	Spring 2015 Quiz 1 56% or 13/23 students scored a "C" or better.	Spring 2015 The objective was not met. Will revise lectures and include more discussions on Native Californians. Will provide students with additional readings on the period before 1769.
1	1	3) Explain American motives for California expansion and the economic and cultural impact on the State's diverse racial groups.	75% of students will score "C" or better on matching, multiple choice, essay and/or short answer questions.	Spring 2015 Writing Assignment #2 20/20 students scored a "C" or better.	Spring 2015 The objective was met. However, not everyone in the class took the assessment. Will explore the idea of having the assessment be given earlier in the semester and have the SLO be part of the exam as a way to increase the number of student taking the assessment. Revise lecture notes and have more discussions on U.S. expansion.

1 (3)	1 (4)	4) Assess California's economic, social, and political development in the 19 th , 20 th , and 21 st centuries with special focus on issues in the post-World War II era.	Locate primary and secondary sources pertaining to California History in the library and on the Internet and organize into a research essay.	Spring 2015 Paper 90% or 18/20 students scored a "C" or better.	Spring 2015 Will continue to strongly encourage students to attend academic workshops and will dedicate more class time to writing thesis statements.
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Revised Student Learning Outcomes for Fall 2014. *After a department-wide consultation, the department decided to revise and condense the SLO's for this course. We believe, as a department, that some of the SLO's were repetitive and could be easily consolidated without compromising the substance and integrity of the course.

ISLO	PLO	Course Intended Outcomes	Means of Assessment and Criteria for Success	Summary of Data Collected	Use of Results
1	1	1) Formulate a timeline and a map demonstrating the history of California.	75% of class will correctly place 10 major events in correct chronological order and locate pertinent geographical locations on a California map.		
1	1	2) Describe the economic, social, and political organization of California's indigenous peoples and the impact of European exploration and colonization of the Southwest and the Pacific Coast.	75% of students will score "C" or better on matching, multiple choice, and short answer questions.		
1	1	3) Explain American motives for California expansion and the economic and cultural impact on the State's diverse racial groups.	75% of students will score "C" or better on matching, multiple choice, essay and/or short answer questions.		
1 (3)	1 (4)	4) Assess California's economic, social, and political development in the 19 th , 20 th , and 21 st centuries with special focus on issues in the post-World War II era.	Locate primary and secondary sources pertaining to California History in the library and on the Internet and organize into a research essay.		

Course not taught in Spring 2014

Institutional Learning Outcomes	Course Intended Outcomes	Means of Assessment and Criteria for Success	Summary of Data Collected	Use of Results
1	1) Formulate a timeline and a map demonstrating the history of California.	Each test included a map section where students highlighted important regions historically and why. Example 1 Gold Rush period-sites of migration to California, discovery of Gold, major cities for riots against Mexican/Chilean/Chinese Example 2 Agricultural Development and Water Issues—Identify major water routes, regions of development, major strikes.		
1	2) Describe the economic, social, and political organization of California's indigenous peoples.	Provided the following questions: Quiz 1: Matching major tribal communities, their economies and type of relationship with early settlers. Quiz 2: Short Answer Question: Name three major changes in treatment of the indigenous between the Spanish and Mexican governments? Quiz 3: None Quiz 4: ID question. Students are expected to identify the date, place, define and explain the historical significance of 4 terms. TERM: Alcatraz Occupation		
1	3) Clarify the European, particularly Spanish, motives for exploration and colonization of California.	Quiz 1: Matching for explorers, their country of origin, purpose and accomplishment.		
1	4) Evaluate the Spanish & then Mexican colonial structures and their impact on Native peoples.	Quiz 2 short answer. See section 2 for question and responses FALL 2012 ASSESSMENT: 4 page essay on the relations between the Spanish and indigenous peoples of		

		California. 75% will score a 70% or higher.		
1	5) Explain American motives for expansion into California and their economic and cultural impact.	<p>Quiz 2</p> <p>Short Answer Question A: Describe who participated in the Constitutional Convention of 1849 and explain the socio-political conditions that affected the first constitution.</p> <p>Short Answer Question B: Explain the role of the Gold Rush and Mexican-American War in the fate of California as a Mexican/United States territory.</p>		
1	6) Compare and contrast Indian, Spanish, Mexican, and American cultures.	<p>PART I:</p> <p>Students will complete a chart that distinguishes the cultures in class.</p> <p>PART II:</p> <p>The essay for the midterm asks students to explain the transition of these governments.</p>		
1	7) Assess California's economic and political development in the 19 th and 20 th centuries.	75% of students will score 70% or better on an essay regarding California's film industry and its effect on economic development in the 20 th century.		
1	8) Analyze the central issues confronting 21 st century California in light of their historical development.	<p>Students debated one of 3 topics in groups of 2:</p> <p>A) Agricultural Labor</p> <p>B) Recalls</p> <p>C) Cost of college in consideration of CA Constitution</p> <p>D) Off-shore drilling</p>		
1	9) Locate primary and secondary sources pertaining to California History in	Students will keep a journal analyzing primary and secondary sources. There will be 3 journal collections.		

	the library and on the Internet and organize this historical material into a logical argument.			
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Fall 2013

Institutional Learning Outcomes	Course Intended Outcomes	Means of Assessment and Criteria for Success	Summary of Data Collected	Use of Results
1	1) Formulate a timeline and a map demonstrating the history of California.	Each test included a map section where students highlighted important regions historically and why. Example 1 Gold Rush period-sites of migration to California, discovery of Gold, major cities for riots against Mexican/Chilean/Chinese Example 2 Agricultural Development and Water Issues—Identify major water routes, regions of development, major strikes.	10 out of 31 students (32%) received an 80% (B) or better on a map component of a final exam where students demonstrated their knowledge of important locations in CA history	The results were terrible. Part of it was the instructor's fault. The map was a bit vague and unclear. That can easily be resolved. Much more time needs to be devoted to logistics and spatial relations as it relates to history and not simply just location alone.
1	2) Describe the economic, social, and political organization of California's indigenous peoples.	Provided the following questions: Quiz 1: Matching major tribal communities, their economies and type of relationship with early settlers. Quiz 2: Short Answer Question: Name three major changes in treatment of the indigenous between the Spanish and Mexican governments? Quiz 3: None Quiz 4: ID question. Students are expected to identify the date, place, define and explain the historical significance of 4 terms. TERM: Alcatraz Occupation	15 out of 31 students (48%) received an 80% (B) or better on 5 multiple choice questions regarding the economic, political, and social organization of California's indigenous peoples.	Perhaps a more rigorous review of early semester concepts would be in order since these themes occurred in the first three weeks of class. Students had a tendency to forget those parts.
1	3) Clarify the European, particularly Spanish, motives for exploration and colonization of California.	Quiz 1: Matching for explorers, their country of origin, purpose and accomplishment.	17 out of 31 students (55%) received an 80% (B) or better on 5 multiple choice questions about the Spanish motives for exploration and colonization of California.	Work on simplifying terms and concepts in class lectures. Lectures that provide more modern day references may help students connect to these topics.
1	4) Evaluate the Spanish & then Mexican colonial structures and their impact on Native peoples.	Quiz 2 short answer. See section 2 for question and responses FALL 2012 ASSESSMENT: 4 page essay on the relations between the Spanish and indigenous peoples of	14 out of 35 students (55%) received a 70% or better on an in-class essay exam asking about the impact of the Spanish Mission system on the California Natives.	We dedicated almost an entire class session on this theme. It was rigorously reinforced on reviews and throughout several days after the initial lecture. Students

		California. 75% will score a 70% or higher.		missed the boat on this. Perhaps a more blatant lecture about the significance of this topic. This is one of the most important topics of the class.
1	5) Explain American motives for expansion into California and their economic and cultural impact.	<p>Quiz 2</p> <p>Short Answer Question A: Describe who participated in the Constitutional Convention of 1849 and explain the socio-political conditions that affected the first constitution.</p> <p>Short Answer Question B: Explain the role of the Gold Rush and Mexican-American War in the fate of California as a Mexican/United States territory.</p>		
1	6) Compare and contrast Indian, Spanish, Mexican, and American cultures.	<p>PART I:</p> <p>Students will complete a chart that distinguishes the cultures in class.</p> <p>PART II:</p> <p>The essay for the midterm asks students to explain the transition of these governments.</p>		
1	7) Assess California's economic and political development in the 19 th and 20 th centuries.	75% of students will score 70% or better on an essay regarding California's film industry and its effect on economic development in the 20 th century.	20 out of 28 students (71%) received a 70% or better on an essay analyzing the causes of California's growth in the early 20th century.	This standard just scraped by. Generally students did better because the topic was more recent and seemed to be more relevant in their lives. A higher standard rubric will now be implemented if we decide to do this again.
1	8) Analyze the central issues confronting 21 st century California in light of their	<p>Students debated one of 3 topics in groups of 2:</p> <p>E) Agricultural Labor</p> <p>F) Recalls</p> <p>G) Cost of college in consideration</p>		

	historical development.	of CA Constitution H) Off-shore drilling		
1	9) Locate primary and secondary sources pertaining to California History in the library and on the Internet and organize this historical material into a logical argument.	Students will keep a journal analyzing primary and secondary sources. There will be 3 journal collections.	See SLO #7	See SLO #7

DATE: December 2012

Institutional Learning Outcomes	Course Intended Outcomes	Means of Assessment and Criteria for Success	Summary of Data Collected	Use of Results
1	1) Formulate a timeline and a map demonstrating the history of California.	Each test included a map section where students highlighted important regions historically and why. Example 1 Gold Rush period-sites of migration to California, discovery of Gold, major cities for riots against Mexican/Chilean/Chinese Example 2 Agricultural Development and Water Issues—Identify major water routes, regions of development, major strikes.		
1	2) Describe the economic, social, and political organization of California's indigenous peoples.	Provided the following questions: Quiz 1: Matching major tribal communities, their economies and type of relationship with early settlers. Quiz 2: Short Answer Question: Name three major changes in treatment of the indigenous between the Spanish and Mexican governments? Quiz 3: None Quiz 4: ID question. Students are expected to identify the date, place, define and explain the historical significance of 4 terms. TERM: Alcatraz Occupation		
1	3) Clarify the European, particularly Spanish, motives for exploration and colonization of California.	Quiz 1: Matching for explorers, their country of origin, purpose and accomplishment.		
1	4) Evaluate the Spanish & then Mexican colonial structures and their impact on Native peoples.	Quiz 2 short answer. See section 2 for question and responses FALL 2012 ASSESSMENT: 4 page essay on the relations between the Spanish and indigenous peoples of	14 out of 19 (74%) students received a 70% or higher	This was a tough analytical question, but most students did well. We were almost at our standard. I will do this again in the next semester. No data to

		California. 75% will score a 70% or higher.		report from the PACE HIST 20 section.
1	5) Explain American motives for expansion into California and their economic and cultural impact.	<p>Quiz 2</p> <p>Short Answer Question A: Describe who participated in the Constitutional Convention of 1849 and explain the socio-political conditions that affected the first constitution.</p> <p>Short Answer Question B: Explain the role of the Gold Rush and Mexican-American War in the fate of California as a Mexican/United States territory.</p>		
1	6) Compare and contrast Indian, Spanish, Mexican, and American cultures.	<p>PART I:</p> <p>Students will complete a chart that distinguishes the cultures in class.</p> <p>PART II:</p> <p>The essay for the midterm asks students to explain the transition of these governments.</p>		
1	7) Assess California's economic and political development in the 19 th and 20 th centuries.	75% of students will score 70% or better on an essay regarding California's film industry and its effect on economic development in the 20 th century.		
1	8) Analyze the central issues confronting 21 st century California in light of their historical development.	<p>Students debated one of 3 topics in groups of 2:</p> <ul style="list-style-type: none"> I) Agricultural Labor J) Recalls K) Cost of college in consideration of CA Constitution L) Off-shore drilling 		
1	9) Locate primary and secondary sources pertaining to California History in	Students will keep a journal analyzing primary and secondary sources. There will be 3 journal collections.	See #4	See #4

	the library and on the Internet and organize this historical material into a logical argument.			
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Data collected in Spring 2012, one class section.

Institutional Learning Outcomes	Course Intended Outcomes	Means of Assessment and Criteria for Success	Summary of Data Collected	Use of Results
1	1) Formulate a timeline and a map demonstrating the history of California.	Each test included a map section where students highlighted important regions historically and why. Example 1 Gold Rush period-sites of migration to California, discovery of Gold, major cities for riots against Mexican/Chilean/Chinese Example 2 Agricultural Development and Water Issues—Identify major water routes, regions of development, major strikes.		
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1	5) Explain American motives for expansion into California and their economic and cultural impact.	<p>Quiz 2</p> <p>Short Answer Question A: Describe who participated in the Constitutional Convention of 1849 and explain the socio-political conditions that affected the first constitution.</p> <p>Short Answer Question B: Explain the role of the Gold Rush and Mexican-American War in the fate of California as a Mexican/United States territory.</p>		
1	6) Compare and contrast Indian, Spanish, Mexican, and American cultures.	<p>PART I:</p> <p>Students will complete a chart that distinguishes the cultures in class.</p> <p>PART II:</p> <p>The essay for the midterm asks students to explain the transition of these governments.</p>		
1	7) Assess California's economic and political development in the 19 th and 20 th centuries.	75% of students will score 70% or better on an essay regarding California's film industry and its effect on economic development in the 20 th century.	<p>SPRING 2012</p> <p>84% (11 out of 13) students scored a 70% or better on this essay.</p>	<p>SPRING 2012</p> <p>Students did really well. Part of it was the topic itself. It was on something they were familiar with and could relate. I will assign this again for a larger class next semester.</p>
1	8) Analyze the central issues confronting 21 st century California in light of their historical development.	<p>Students debated one of 3 topics in groups of 2:</p> <p>M) Agricultural Labor</p> <p>N) Recalls</p> <p>O) Cost of college in consideration of CA Constitution</p> <p>P) Off-shore drilling</p>		
1	9) Locate primary and secondary sources pertaining to California History in	Students will keep a journal analyzing primary and secondary sources. There will be 3 journal collections.		

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Division: Social and Behavioral Sciences _____ **Discipline/Program:** History

Course Number and Name: History 20- History of California and the Pacific Coast

Program Contact Person: Ellen Joiner _____ **Phone:** _____

Taught by: Robyn Fishman _____ **Date:** 08/11 _____

Data collected in Spring 2011, one class section.

Institutional Learning Outcomes	Course Intended Outcomes	Means of Assessment and Criteria for Success	Summary of Data Collected	Use of Results
1	1) Formulate a timeline and a map demonstrating the history of California.	Each test included a map section where students highlighted important regions historically and why. Example 1 Gold Rush period-sites of migration to California, discovery of Gold, major cities for riots against Mexican/Chilean/Chinese Example 2 Agricultural Development and Water Issues—Identify major water routes, regions of development, major strikes.	<p>Quiz 1: Exploration and Native Population 12 sites listed-students required to identify 8 sites. 18/30 students passed with a 70% or better.</p> <p>Quiz 2: Governments and Economies 12 sites listed for major ranchos, capitals, battles and Gold Rush-students required to identify 8 sites. 21/24 students score a 70% or better.</p> <p>Quiz 3 Agricultural Dev and Water Issues 12 sites listed-students required to identify 8 sites. 21/24 students score a 70% or better.</p> <p>Quiz 4 Politics of the 1960s and 70s 12 sites listed-</p>	<p>Quiz 1: We went over the California map together in class again and I found out I needed to make the regions more clearly defined than the first class. It also made me realize that I needed to bring a map to every class and use more regional maps in my power points to explain the spatial and regional dimensions of California.</p> <p>Quiz 2 and 3 This indicated that including more maps made them A) more comfortable and B) more familiar with maps. This helped significantly and I will apply this to my next class.</p> <p>Quiz 4 The students admitted to not really studying after we had a discussion about what they needed to understand the material more clearly.</p>

			students required to identify 8 sites. 18/24 students	
1	2) Describe the economic, social, and political organization of California's indigenous peoples.	<p>Provided the following questions:</p> <p>Quiz 1: Matching major tribal communities, their economies and type of relationship with early settlers.</p> <p>Quiz 2: Short Answer Question: Name three major changes in treatment of the indigenous between the Spanish and Mexican governments?</p> <p>Quiz 3: None</p> <p>Quiz 4: ID question. Students are expected to identify the date, place, define and explain the historical significance of 4 terms. TERM: Alcatraz Occupation</p>	<p>Quiz 1: A majority of students confused the Chumash and the Miwok communities. These were the two most missed on the exam.</p> <p>Quiz 2: 85% of the class was able to successfully identify at least 3 major differences and cite clear examples.</p> <p>Quiz 3: None</p> <p>Quiz 4: 75% of the class attempted the term Alcatraz Occupation and 60% received an 80% or better.</p>	<p>Quiz 1: Went back to the class and we worked through a chart on the board using the 4 most problematic/confused communities. This seemed to help reaffirm the information they knew and gave me a less confrontational way to handle how many people confused the Chumash and Miwok. The students also seemed to feel that the review was helpful and one stopped to explain that it had helped her understand the material again. 12 students admitted to not reading the handout as well.</p> <p>Quiz 2: The class really enjoyed this section of lecture, did the reading and participated in discussion. I also used the chart method again and a timeline on the board. Many of them were studying it before the test. This class appears to be a very visual-learning based class.</p> <p>Quiz 4: Clips of news footage really cemented this part of the lecture in my students' memories. They made lots of comments and were really invested in this part of the lecture. Almost as much as the section on Table Grapes Strike. This term was one of the most popular on the quiz.</p>
1	3) Clarify the European, particularly Spanish,	Quiz 1: Matching for explorers, their country of origin, purpose and accomplishment.	55% of the class successfully passed at a C or above grade on the	Students seemed confused about names and uncertain about time periods. Need to

	motives for exploration and colonization of California.		matching names to their identities.	make timeline visible to them and maybe focus more on purpose than result.
1	4) Evaluate the Spanish & then Mexican colonial structures and their impact on Native peoples.	Quiz 2 short answer. See section 2 for question and responses	Quiz 2 short answer. See section 2 for question and responses	Quiz 2 short answer. See section 2 for question and responses
1	5) Explain American motives for expansion into California and their economic and cultural impact.	Quiz 2 Short Answer Question A: Describe who participated in the Constitutional Convention of 1849 and explain the socio-political conditions that affected the first constitution. Short Answer Question B: Explain the role of the Gold Rush and Mexican-American War in the fate of California as a Mexican/United States territory.	Question A: 80 percent of students were able to identify the variation on language, class and occupation on the creation of the Constitution of 1849. Question B: 65% of the class was able to successfully identify American interests in California.	Question A: We did a lot of work on this in lecture and the students were really interested in the Congress of 1,000 drinks...so they were familiar with it, even if they had not done the reading. Question B: I needed to have worded this question differently. Most students said they were not sure about what I wanted. Will reexamine the way I ask this question next semester.
1	6) Compare and contrast Indian, Spanish, Mexican, and American cultures.	PART I: Students will complete a chart that distinguishes the cultures in class. PART II: The essay for the midterm asks students to explain the transition of these governments.	PART I: As a class activity we completed a chart comparing the major political, economic, and social changes during the Spanish, Mexican, and early-American period. Divided the class into three groups and we competed to see whose section was the most	Part I: This was fun. Everyone had a good time. I need to find a way to condense how much time it takes though because I wanted to do more. PART II: The first part really helped. A majority of my students totally aced the essay portion of their midterm exam and it really

			accurate. We fixed the chart together as a class. PART II : 68% of the class scored a 75% or higher on their in class essay for their midterm.	bumped their grades up. I was really proud of my class and they seemed happy about how prepared they were.
1	7) Assess California's economic and political development in the 19 th and 20 th centuries.	Part I 75% of students will score 80% or better on 10 true-false questions embedded in tests throughout the semester. Part II Quiz 3 Short Answer Question: What do the differences between the Constitution of 1849 and our current Constitution reveal about the social, political and cultural changes at the turn of the century in California.	Part I True False questions were required to explain the students answers. It revealed that while they may get the True/False answer correct, they do not always know why the answer is True/False. Part II Students were dead on in identifying economic shortages, race-conflict and a discussion of the beginning of Progressive Era politics. 80% of students scored 3.5 or above out of 5 points on this question.	Part I I need to invest more time in the union section of the class over the riparian/water rights part of the class. I also liked the discussions that came from the Iron Rail video this semester and plan to use it again in the Fall. Part II Need to spend more time on Progressive Era in California because their understanding of the developments that happen in the 1930s are lacking in other tests.
1	8) Analyze the central issues confronting 21 st century California in light of their historical development.	Students debated one of 3 topics in groups of 2: Q) Agricultural Labor R) Recalls S) Cost of college in consideration of CA Constitution T) Off-shore drilling	Students rallied to this assignment, and 85% of them scored 80% or higher on their debates.	Students really enjoyed this assignment, made it their own, did lots of outside research and worked together. I had a few complaints about team members not doing their share, but am not sure how to deal with this.
1	9) Locate primary and secondary sources pertaining to California History in	Students will keep a journal analyzing primary and secondary sources. There will be 3 journal collections.	The class slowly through the semester picked out the difference between primary and secondary	I think the thing that helped the most this semester was I developed a quiz for after my lecture on the differences

	<p>the library and on the Internet and organize this historical material into a logical argument.</p>		<p>sources and maybe 25% of them actually completed 100% of the assignments.</p>	<p>between primary, secondary and tertiary sources and then we went over it in class together. It gave the students a safe space to ask why and to work the ideas out. Many students realized they were not alone and it made it easier for them to talk about the sources I handed out for the journal on their own instead of asking me. This made me feel like I had created an environment of empowerment. I still fielded questions this semester, but not as many.</p>
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