

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

**Division: Social and Behavioral Sciences**

**Discipline/Program: History**

**Course Number and Name: HISTORY 041 The African-American in the History of the U.S. I**

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**Reviewed by:** \_\_\_\_\_

**Date: Spring 2015**

**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.**

| <b>ILO</b> | <b>PLO</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>   | <b>1</b>   | 1. Formulate a chronology of important events in U.S. African American History.                              | 75% of students will score a "C" or higher on an exams during the semester with question that show the chronology of important African American History | <b>Spring 2015</b><br>Course not taught in Spring 2015<br><br><b>Fall 2014</b><br><b>17 questions both multiple choice and short answer pertain to the chronology of event in Black History. 17 out of 20 students scored a "C" or higher on the exams</b> | <b>Spring 2015</b><br>Course not taught in Spring 2015<br><br><b>Fall 2014</b><br><u>Lawson</u><br><b>I will continue to focus on the chronological events of Black History</b> |
| <b>1</b>   | <b>1</b>   | 2. Clarify the central components of African (in particular West African) societies in the pre-colonial era. | 75% of students will score a "C" or higher during the semester on short answer and exams finals about pre-colonial West African societies               | <b>Spring 2015</b><br>Course not taught in Spring 2015<br><br><b>Fall 2014</b><br><b>14 questions were about individuals and organizations in African American History. 18 out of 20 students scored a "C" or higher on the exams</b>                      | <b>Spring 2015</b><br>Course not taught in Spring 2015<br><br><b>Fall 2014</b><br><u>Lawson</u><br><b>I will continue to emphasize West African societies</b>                   |

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| 2 | 1 | 3. Identify individuals and organizations the have contributed to African American History in the colonial era. | 75% of students will score at least a “C” or higher on exam questions related to individuals and organizations in the colonial era                       | <p><b>Spring 2015</b></p> <p>Course not taught in Spring 2015</p> <p><b>Fall 2014</b></p> <p><b>5 questions focused on the coalitions that would impact African American History. 18 out of 20 students scored a “C” or higher on the exams</b></p> | <p><b>Spring 2015</b></p> <p>Course not taught in Spring 2015</p> <p><b>Fall 2014</b></p> <p><u>Lawson</u><br/><b>I will spend the next semester discussing the importance of individuals and organizations</b></p> |
| 1 | 1 | 4. Review the impact of the 13 <sup>th</sup> , 14 <sup>th</sup> , & 15 <sup>th</sup> Amendments.                | 75% of students will score at least a “C” or higher on the final exam related to the 13 <sup>th</sup> , 14 <sup>th</sup> , & 15 <sup>th</sup> Amendments | <p><b>Spring 2015</b></p> <p>Course not taught in Spring 2015</p> <p><b>Fall 2014</b></p> <p><b>The final exam emphasized the three amendments 20 out of 20 students scored a “C” or higher on the final</b></p>                                    | <p><b>Spring 2015</b></p> <p>Course not taught in Spring 2015</p> <p><b>Fall 2014</b></p> <p><u>Lawson</u><br/><b>The goal was accomplished</b></p>   |

**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. Differentiate between the schools of historiography and their interpretation of African-American History.                                | After participating in an in-class discussion, students will write a one page summary of a text chapter focusing on the central themes. 80% of the class will score “C” or better on a chapter summary.                              |  |   |
| 1                               | 2. Clarify the central components of African (in particular West African), Native American, and European societies in the pre-colonial era. | Construct a chart comparing the political, economic, social, religious aspects of African, Native American, and European cultures. 90% of class will complete assigned chart & fill in projected ppt. chart during class discussion. |  |   |
| 2                               | 3. Assess the development of slave labor and its impact on colonial economic development.   | 80% of students will successfully link chronology of slavery to colonial economy with a timeline including major periods in the development of the institution of slavery paralleled by key points of colonial economic development. |  |   |
| 1                               | 4. Identify individuals and organizations that have contributed to African-American History in the colonial era.                            | 70% of students will score “C” or better identifying the names of 10 individuals or organizations embedded in tests and quizzes throughout the semester.   | <b>Spring 2010:</b> 30 students participating. In response to 10 multiple choice questions, 78% scored C or better.                                | <b>Spring 2010:</b> Continue to identify individuals and organizations with study sheets and in-class review.   |
| 1                               | 5. Examine the impact of the American Revolution and the Constitution on the institution of slavery.  | 75% of students will score “C” or better on a one page analysis of primary sources from the revolutionary and federal periods analyzing slavery and its relationship to the American Revolution or the Constitution.                 |  |   |
| 2                               | 6. Compare the liberation struggle of blacks in the South and the growth of the abolition movement in the North.                            | 75% of students will score “C” or better on one page essays-half of the class presenting the abolitionist position v. the other half writing the Southern defense of slavery.  |  |   |
| 1                               | 7. Compare sources of sectional tension and the issue of westward expansion of slavery which led to the Civil War.                          | 75% of students will score “C” or better on an essay question comparing those factors contributing to the Civil War.   | <b>Spring 2011:</b> 30 students participating. In response to a one-page essay assignment analyzing sectional tension, westward expansion, and the | <b>Spring 2011:</b> Continue essay assignment with stronger emphasis on basics of organizing an essay and more instruction emphasizing relationship of geography to |

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|   |  |  | <p>Civil War, 13% of students performed “C” or better work.</p> <p><b>Spring 2010:</b><br/>30 students participating. In response to 10 multiple choice questions, 79% correctly identified issues of sectional tension and the westward expansion of slavery and their contribution to the Civil War.</p> | <p>economic and political development.</p> <p><b>Spring 2010:</b> Continue to clarify the relationship between sectional tension, westward expansion, and the Civil War with study sheets and in-class review.</p> |
| 2 | 8. Review the impact of the 13 <sup>th</sup> , 14 <sup>th</sup> , 15 <sup>th</sup> amendments and their abandonment during Reconstruction. | 75% of students will correctly identify the central legal components of these three amendments and discuss their reinterpretation and application during Reconstruction. |  |  |