

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

Division: Social and Behavioral Sciences

Discipline/Program: History

Course Number and Name: HISTORY 043 The Mexican-American in the History of the United States I

Program Contact Person: _____

Phone: _____

Reviewed 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. Analyze North and Central American indigenous societies and the development of the Native-Hispanic-African nexus in the 16 th through 19 th centuries.	75% of students will score "C" or better on matching, multiple choice, essay and/or short answer questions.	Spring 2015 In-class essay 82% or 37/45 students scored a "C" or higher.	Spring 2015 The objective was met. However, will continue to work on writing effective thesis statements. Revise lectures.
1	1	2. Formulate a chronology of the major events in Mexican-American history.	Distribute a list of 10 events that are significant in Mexican-American History. 90% of class will correctly place major events in correct chronological order.	Spring 2015 Final 82% or 33/40 students scored a "C" or higher.	Spring 2015 The objective was met. Will explore the idea of having students presenting on major events and will have students create an online timeline.
1	1 (2)	3. Compare and contrast colonial policies of the British North America and New Spain and their implications for national development.	75% students will score a "C" or better on short answer questions.	Spring 2015 Exam 1 75% or 33/44 students scored a "C" or higher.	Spring 2015 The goal was reached. Will revise lectures and provide more in-class discussion on British North American and Spanish North America.
1	1	4. Define Manifest Destiny and assess its ethnic and racial implications for Mexican-Americans in the 19 th century.	75% students will score a "C" or better on a map detailing the shifting boundaries of the U.S. and Mexico in the 19 th century and an essay summarizing the impact on indigenous and Hispanic peoples.	Spring 2015 Writing Assignment 71% or 28/39 students scored a "C" or higher.	Spring 2015 The objective was not reached. Will incorporate more detailed maps of the 19th century in the lectures. Will dedicate class time on writing thesis statements.

2 (3)	2 (4)	5. Locate (in college library and Internet) and differentiate between primary and secondary sources in Mexican-American history. Use both sources to construct and support an argument by writing.	75% of students will score "C" better on an analysis of a primary source, which will be scored according to department rubric.	Spring 2015 Writing Assignment 88% or 23/26 students scored a "C" or higher.	Spring 2015 Objective was not met. Will take the class to the library to discuss primary sources. In addition, will strongly encourage students to attend academic workshops.
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Date: June 2013

ISLO #	PLO #	Course Intended Outcomes	Means of Assessment and Criteria for Success	Summary of Data Collected	Use of Results
1	1	1. Analyze the pre-Hispanic and Spanish origins of Mexican-Americans.	Students will score 75% or better on 50 matching questions, true-false questions, and multiple choice questions embedded in tests or quizzes throughout the semester.	Spring 2013 38 out of 63 students received at least a "C"	Spring 2013 Provides students with a copy of lecture notes from the class website.
1	1	2. Formulate a chronology of the major events in Mexican-American history.	Distribute a list of 5 events that are significant in Mexican-American History. 90% of class will correctly place major events in correct chronological order.		
1	1 (2)	3. Describe the development of the Native-Hispanic-African relationship in the 16 th through 18 th centuries.	75% of students will score 80% or better on 5 matching questions and true-false questions embedded in tests or quizzes throughout the semester.	Spring 2013 45 out of 61 students received at least a "C"	Spring 2013 Have more in-class readings that deal with the diverse cultures in North America.
1	1	4. Compare and contrast the impact of the relations between the British North America and New Spain.	Students will answer a multiple-choice question that distinguishes the cultures.	Spring 2013 45 out of 61 students received at least a "C"	Spring 2013 Have more class discussion and in-class readings about the difference between British North America and New Spain.
1	1	5. Clarify the economic and political relationship between New Spain, the Mexican Republic, and the United States.	75% of students will score 80% or better on 5 multiple choice questions.		

1	1	6. Define Manifest Destiny and assess its implications for Mexican-American relations in the 19 th century.	80% of students will correctly identify the origins of the term Manifest Destiny on a multiple-choice question.	Spring 2013 27 out of 56 students received at least a "C"	Spring 2013 Provide additional online readings on Manifest Destiny and U.S. Westward Expansion in the 1840s.
1	1	7. Examine the role of race and ethnicity in the experience of Mexican-Americans.	Students will score 80% or better on an essay question.		
1	1	8. Construct a map detailing the shifting boundaries of the U.S. and Mexico in the colonial era and in the 19 th century.	Students will correctly locate pertinent geographical locations on a map of the U.S. Southwest and explain the historical significance		
2 (3)	2 (4)	9. Locate (in college library and Internet) and differentiate between primary and secondary sources in Mexican-American history. Use both sources to construct and support an argument by writing.	Students will score 80% or better on an analysis of a primary source, which will be scored according to department rubric. Use both sources to construct and support an argument by writing. Students will score 80% or better on an analysis of a primary source, which will be scored according to department rubric.	Spring 2013 47 out of 55 students received at least a "C"	Spring 2013 Have a mandatory trip to the library to have the librarian discuss the secondary sources available.

Date: December 2012

Institutional Learning Outcomes	Course Intended Outcomes	Means of Assessment and Criteria for Success	Summary of Data Collected	Use of Results
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1	1. Analyze the pre-Hispanic and Spanish origins of Mexican-Americans.	Students will score 75% or better on 50 matching questions, true-false questions, and multiple choice questions embedded in tests or quizzes throughout the semester.	FALL 2012 79% (27 out of 34) received a 75% or higher on this assessment.	FALL 2012 The objective was successfully achieved.
1	2. Formulate a chronology of the major events in Mexican-American history.	Distribute a list of 5 events that are significant in Mexican-American History. 90% of class will correctly place major events in correct chronological order.		
1	3. Describe the development of the Native-Hispanic-African relationship in the 16 th through 18 th centuries.	75% of students will score 80% or better on 5 matching questions and true-false questions embedded in tests or quizzes throughout the semester.		
1	4. Compare and contrast the impact of the relations between the British North America and New Spain.	Students will answer a multiple-choice question that distinguishes the cultures.		
1	5. Clarify the economic and political relationship between New Spain, the Mexican Republic, and the United States.	75% of students will score 80% or better on 5 multiple choice questions.		
1	6. Define Manifest Destiny and assess its implications for Mexican-American relations in the 19 th century.	80% of students will correctly identify the origins of the term Manifest Destiny on a multiple-choice question.		
1	7. Examine the role of race and ethnicity in the experience of Mexican-Americans.	Students will score 80% or better on an essay question.		
1	8. Construct a map detailing the shifting boundaries of the U.S. and Mexico in the colonial era and in the 19 th century.	Students will correctly locate pertinent geographical locations on a map of the U.S. Southwest and explain the historical significance		

3	9. Locate (in college library and Internet) and differentiate between primary and secondary sources in Mexican-American history. Use both sources to construct and support an argument by writing.	<p>Students will score 80% or better on an analysis of a primary source, which will be scored according to department rubric.</p> <p>Use both sources to construct and support an argument by writing. Students will score 80% or better on an analysis of a primary source, which will be scored according to department rubric.</p>		
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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. Analyze the pre-Hispanic and Spanish origins of Mexican-Americans.	Students will score 75% or better on 50 matching questions, true-false questions, and multiple choice questions embedded in tests or quizzes throughout the semester.	SPRING 2012 47% (33 out of 47) received a 75% or higher on this assessment.	Provide a list of important key terms on pre-Hispanic cultures. Also, hand out a timeline of important Mesoamerican historical events.
1	2. Formulate a chronology of the major events in Mexican-	Distribute a list of 5 events that are significant in Mexican-American History. 90% of class will correctly place major events in correct		

	American history.	chronological order.		
1	3. Describe the development of the Native-Hispanic-African relationship in the 16 th through 18 th centuries.	75% of students will score 80% or better on 5 matching questions and true-false questions embedded in tests or quizzes throughout the semester.		
1	4. Compare and contrast the impact of the relations between the British North America and New Spain.	Students will answer a multiple-choice question that distinguishes the cultures.		
1	5. Clarify the economic and political relationship between New Spain, the Mexican Republic, and the United States.	75% of students will score 80% or better on 5 multiple choice questions.		
1	6. Define Manifest Destiny and assess its implications for Mexican-American relations in the 19 th century.	80% of students will correctly identify the origins of the term Manifest Destiny on a multiple-choice question.		
1	7. Examine the role of race and ethnicity in the experience of Mexican-Americans.	Students will score 80% or better on an essay question.		
1	8. Construct a map detailing the shifting boundaries of the U.S. and Mexico in the colonial era and in the 19 th century.	Students will correctly locate pertinent geographical locations on a map of the U.S. Southwest and explain the historical significance		
3	9. Locate (in college library and Internet) and differentiate between primary and secondary sources in Mexican-American history. Use both sources to construct and support an argument by writing.	Students will score 80% or better on an analysis of a primary source, which will be scored according to department rubric. Use both sources to construct and support an argument by writing. Students will score 80% or better on an analysis of a primary source, which will be scored according to department rubric.	SPRING 2012 57.5% (23 of 40) students received a score of 80% or higher on this assessment.	SPRING 2012 Take students to the library to have the librarian discuss the primary sources and secondary sources available.

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. Analyze the pre-Hispanic and Spanish origins of Mexican-Americans.	Students will score 75% or better on 50 matching questions, true-false questions, and multiple choice questions embedded in tests or quizzes throughout the semester.	Spring 2011 1 section 50 Students The average score for the class was 72% on the 50 questions.	Provides students with a copy of lecture notes.
1	2. Formulate a chronology of the major events in Mexican-American history.	Distribute a list of 5 events that are significant in Mexican-American History. 90% of class will correctly place major events in correct chronological order.	Spring 2011 1 section 36 Students 76% of the class was able to correctly place the major events in chronological order.	Provide students with a timeline of the main events in Mexican-American history.

1	3. Describe the development of the Native-Hispanic-African relationship in the 16 th through 18 th centuries.	75% of students will score 80% or better on 5 matching questions and true-false questions embedded in tests or quizzes throughout the semester.	Spring 2011 1 section 43 Students 98% of the class answered the questions correctly.	The objective was successfully achieved.
1	4. Compare and contrast the impact of the relations between the British North America and New Spain.	Students will answer a multiple-choice question that distinguishes the cultures.	Spring 2011 1 section 43 Students 86% of the class correctly answered the question that compares British North America and New Spain.	The objective was met.
1	5. Clarify the economic and political relationship between New Spain, the Mexican Republic, and the United States.	75% of students will score 80% or better on 5 multiple choice questions.	Spring 2012	
1	6. Define Manifest Destiny and assess its implications for Mexican-American relations in the 19 th century.	80% of students will correctly identify the origins of the term Manifest Destiny on a multiple-choice question.	Spring 2011 1 section 36 Students 50% of the class answered the question correctly.	Provide additional online readings on Manifest Destiny and U.S. Westward Expansion in the 1840s.
1	7. Examine the role of race and ethnicity in the experience of Mexican-Americans.	Students will score 80% or better on an essay question.	Spring 2011 1 section 36 Students The average score was 90%.	The goal was reached.
1	8. Construct a map detailing the shifting boundaries of the U.S. and Mexico in the colonial era and in the 19 th century.	Students will correctly locate pertinent geographical locations on a map of the U.S. Southwest and explain the historical significance	Spring 2012	
3	9. Locate (in college library and Internet) and differentiate between primary and secondary sources in Mexican-American history. Use both sources to construct and support an argument by writing.	Students will score 80% or better on an analysis of a primary source, which will be scored according to department rubric.	Spring 2011 1 section 34 Students 88% of the class analyzed the Texas Revolution by writing a primary analysis paper. The average score for the class was 63%.	Have a mandatory trip to the library to have the librarian discuss the secondary sources available.