

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

Division: Social and Behavioral Science _____

Discipline/Program: History

Course Number and Name: History 44 The Mexican- American in the History of the United States

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) Clarify the political, economic, and social role of Mexican-Americans in the U.S.	Outline the generational experiences of the 5 generations of Mexican-American in U.S. history with chart or study guide. 75% of students will demonstrate a "C" level of competence on short answer questions that assess the experiences of Mexican-Americans in U.S. history.	<p>Spring 2015 Final Exam 14 out of 14 students scored a "C" or better.</p> <p>Fall 2014 92% or 23 out of 25 students scored a "C" or better.</p>	<p>Spring 2015 The goal was achieved. Will consider moving the date to earlier time in the semester to have more students take the assessment.</p> <p>Fall 2014 The objective was met. The generational chart has proven to be successful and will be continue to be used.</p>
1	1	2) Trace the geographic and temporal patterns of Mexican immigration based upon a chronology of the major events in Mexican-American history.	75% of class will correctly place major 10 major events in correct chronological order and locate pertinent geographical locations on a map of the U.S. that attracted immigrants and explain the pull and push factors of immigration.	<p>Spring 2015 Final Exam 78% or 11/ 14 students scored a "C" or better.</p> <p>Fall 2014 68% or 17 out of 25 students scored a "C" or better.</p>	<p>Spring 2015 The objective was met. Will revise maps in the lectures to include maps that explain the immigration patterns in greater detail.</p> <p>Fall 2014 The goal was not reached. I will provide student with new maps and will have students create their own timeline as we covered major historical events in class.</p>
1	1	3) Identify individuals and movements that have influenced the political and social status of Mexican- Americans and	75% students will score "C" or better on 10 matching questions, true-false questions, and multiple choice questions embedded in tests or quizzes throughout	<p>Spring 2015 Final Exam 92% or 13/ 14 students scored</p>	<p>Spring 2015 The goal was met. Will continue to revise lectures and have more class discussions on the U.S. Civil Rights movement.</p>

		compare their experience with other ethnic groups.	the semester.	a “C” or better. Fall 2014 96% or 24 out of 25 students scored a “C” or better.	Fall 2014 The objective was met. The lectures will be revamped to include more individuals and movements that have shaped the status of Mexican-Americans.
1	1	4) Examine the development and analyze the effects of 19 th and 20 th century institutions (legal, educational, religious) on Mexican-Americans.	75% of students will demonstrate a “C” level of competence on an essay question discussing a historical site, film, or book that pertains to the experience of Mexican-Americans in the United States.	Spring 2015 14/14 students scored a “C” or better. Fall 2014 92% or 24 out of 25 students scored a “C” or better.	Spring 2015 The objective was reached. Will show a documentary, <i>Mendez vs. Westminster</i> on institutional racism and have more discussions. Fall 2014 The objective was met. However, I will provide students with a list of new questions on documentaries that deal with institutions and Mexican-Americans. I will include more visual graphs on current data regarding Mexican-Americans and institutions.
1 (2,3)	1 (2,4)	5) Identify and locate primary and secondary sources that are pertinent to the study of Mexican American history.	75% Students will score a “C” on an analysis of a primary source, which will be scored according to department rubric.	Spring 2015 70% or 7/10 students scored a “C” or better. Fall 2014 88% or 22 out of 25 students scored a “C” or better.	Spring 2015 The objective was not met. Will dedicate more class time on writing thesis statements and have a class trip to the library. Fall 2014 The goal was reached. Students struggled with writing a thesis statement. Take students to the library and promote workshops.

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) Clarify the political, economic, and social role of Mexican-Americans in the U.S.	Outline the generational experiences of the 5 generations of Mexican-American in U.S. history with chart or study guide. 75% of students will demonstrate a "C" level of competence on short answer questions that assess the experiences of Mexican-Americans in U.S. history.	Fall 2014 92% or 23 out of 25 students scored a "C" or better.	Fall 2014 The objective was met. The generational chart has proven to be successful and will be continue to be used.
1	1	2) Trace the geographic and temporal patterns of Mexican immigration based upon a chronology of the major events in Mexican-American history.	75% of class will correctly place major 10 major events in correct chronological order and locate pertinent geographical locations on a map of the U.S. that attracted immigrants and explain the pull and push factors of immigration.	Fall 2014 68% or 17 out of 25 students scored a "C" or better.	Fall 2014 The goal was not reached. I will provide student with new maps and will have students create their own timeline as we covered major historical events in class.
1	1	3) Identify individuals and movements that have influenced the political and social status of Mexican- Americans and compare their experience with other ethnic groups.	75% students will score "C" or better on 10 matching questions, true-false questions, and multiple choice questions embedded in tests or quizzes throughout the semester.	Fall 2014 96% or 24 out of 25 students scored a "C" or better.	Fall 2014 The objective was met. The lectures will be revamped to include more individuals and movements that have shaped the status of Mexican-Americans.
1	1	4) Examine the development and analyze the effects of 19 th and 20 th century institutions (legal, educational, religious) on Mexican-Americans.	75% of students will demonstrate a "C" level of competence on an essay question discussing a historical site, film, or book that pertains to the experience of Mexican-Americans in the United States.	Fall 2014 92% or 24 out of 25 students scored a "C" or better.	Fall 2014 The objective was met. However, I will provide students with a list of new questions on documentaries that deal with institutions and Mexican-Americans. I will include more visual graphs on current data regarding Mexican-Americans and institutions.
1 (2,3)	1 (2,4)	5) Identify and locate primary and secondary sources that are pertinent to the study of Mexican American history.	75% Students will score a "C" on an analysis of a primary source, which will be scored according to department rubric.	Fall 2014 88% or 22 out of 25 students scored a "C" or better.	Fall 2014 The goal was reached. Students struggled with writing a thesis statement. Take students to the library and promote workshops.

Spring 2014

Institutional Learning Outcomes	Course Intended Outcomes	Means of Assessment and Criteria for Success	Summary of Data Collected	Use of Results
1	1) Outline the generational experiences of the 5 generations of Mexican-American in U.S. history.	80% of students will demonstrate a “C” level of competency on a chart/study guide that distinguishes between generations.	10 out of 12 (83%) students received at least a “C”	Lange: Objective successfully achieved.
1	2) Clarify the role of Mexican-Americans in the U.S. economy from the mid 19 th century into the 21 st century.	Students will score a “C” or better on 3 common multiple-choice questions or true-false questions embedded in tests and quizzes throughout the semester.		
1	3) Trace the geographic and temporal patterns of Mexican immigration.	Students will correctly locate pertinent geographical locations on a map of the U.S. that attracted immigrants and explain the pull and push factors.		
1	4) Clarify the political, economic, and social role of Mexican-Americans in the establishment and development of California.	75% of students will score 80% or better on 4 common multiple choice questions and/or true-false questions embedded in tests and quizzes in the California unit.		
1	5) Identify individuals and movements that have influenced the political and social status of Mexican-Americans.	75% of students will score 80% or better on 6 matching questions embedded in tests and quizzes throughout the semester.	31 out of 40 (78%) students received at least a “C”	Lange: Objective successfully achieved
1	6) Formulate a chronology of the major events in Mexican-American history.	90% of class will correctly place major 6 major events in correct chronological order.	1 out of 8 (13%) students received at least a “C”	Lange: More review of chronologies in class, more chances to develop chronologies, as well as more emphasis on dates and events. Revisit assessment question.
1	7) Analyze the effects of 19 th and 20 th century institutions (legal, educational, religious) on the Mexican-American.	80% of students will demonstrate a “C” level of competence on an essay question explaining the effects of 19 th and 20 th century institutions on the 4 distinct Mexican-American generations in U.S. history.		
1	8) Compare the experiences of Mexican-Americans with other ethnic groups in America before and after the Civil Rights Movements of the	80% of students will demonstrate a “C” level of competence on short answer questions that examine the cross-cultural experience of Mexican-Americans.		

	1960s.			
3	9) Identify and locate primary and secondary sources that are pertinent to the study of Mexican American history.	Students will score 80% on an analysis of a primary source, which will be scored according to department rubric.		
1	10) Interpret the Mexican-American in U.S. development.	Students will discuss a historical site, film, or book that pertains to the experience of Mexican-Americans in the United States.		

Fall 2011

Institutional Learning Outcomes	Course Intended Outcomes	Means of Assessment and Criteria for Success	Summary of Data Collected	Use of Results
1	1) Outline the generational experiences of the 5 generations of Mexican-American in U.S. history.	80% of students will demonstrate a “C” level of competency on a chart/study guide that distinguishes between generations.	Fall 2012 (revise)	
1	2) Clarify the role of Mexican-Americans in the U.S. economy from the mid 19 th century into the 21 st century.	Students will score a “C” or better on 3 common multiple-choice questions or true-false questions embedded in tests and quizzes throughout the semester.	Fall 2011: SLO# 2 is taken from questions #21, #31, and # 42 in exam 1. 48 students took the assessment. 35 students or 73% of the students answered all the questions correctly.	The objective was achieved.
1	3) Trace the geographic and temporal patterns of Mexican immigration.	Students will correctly locate pertinent geographical locations on a map of the U.S. that attracted immigrants and explain the pull and push factors.	Fall 2011: Students were shown maps and asked to locate states where the majority of the Mexican-American population resided throughout the late 19 th century and 20 th century. 37 students or 100% of the class achieved the goal.	Continue to provide slides that illustrate the patterns of Mexican immigration in the 20 th century & 21 st century.
1	4) Clarify the political, economic, and social role of Mexican-Americans in the establishment and development of California.	75% of students will score 80% or better on 4 common multiple choice questions and/or true-false questions embedded in tests and quizzes in the California unit.	Fall 2011: SLO# 4 is taken from questions #12, #15, # 30, and# 32 in exam 1. 48 students took the assessment. 40 students or 85% of the students answered all the questions correctly.	The objective was achieved.
1	5) Identify individuals and movements that have influenced the political and social status of Mexican-Americans.	75% of students will score 80% or better on 6 matching questions embedded in tests and quizzes throughout the semester.	Fall 2011: SLO# 5 is taken from questions #1--#6 on the final exam. 42 students took the assessment. 38 students or 90% of the class answered the question correctly.	The objective was achieved.
1	6) Formulate a chronology of the major events in Mexican-American history.	90% of class will correctly place major 6 major events in correct chronological order.	Fall 2011: 63% of students scored a “C” or better on the timeline.	The objective was not achieved. Provide students with more class time to discuss major important historical events in class. Create discussion groups.
1	7) Analyze the effects of 19 th and 20 th century institutions (legal, educational, religious) on the Mexican-American.	80% of students will demonstrate a “C” level of competence on an essay question explaining the effects of 19 th and 20 th century institutions on the 4 distinct Mexican-American generations in U.S. history.	Fall 2011: SLO#7 is taken from the final essay question #2. 42 students took the assessment. 38 students or 90% of the class scored a “C” or better.	The objective was reached. However, will make this essay question required for all students. Discuss some writing strategies on developing strong thesis statements.
1	8) Compare the experiences of Mexican-Americans with	80% of students will demonstrate a “C” level of competence on short	Fall 2011: 34 students out of 35 students or 97% of the class scored	The objective was achieved.

	other ethnic groups in America before and after the Civil Rights Movements of the 1960s.	answer questions that examine the cross-cultural experience of Mexican-Americans.	a "C" or better on the assessments.	
3	9) Identify and locate primary and secondary sources that are pertinent to the study of Mexican American history.	Students will score 80% on an analysis of a primary source, which will be scored according to department rubric.	Fall 2011: 37 students submitted the assessment. 30 students or 81% of the class scored a "C" or better on the primary source paper.	The objective was achieved.
1	10) Interpret the Mexican-American in U.S. development.	Students will discuss a historical site, film, or book that pertains to the experience of Mexican-Americans in the United States.	Fall 2011: Students discussed the following film <i>Mendez V. Westminster</i> and were asked to write on the significance of the case in the Civil Rights Movement. 37 took submitted the assessment. 29 students received a "C" or better, 78%.	The objective was achieved.

Date: 9/20/08

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 current and former schools of Mexican-American historiography.	80% of students will demonstrate a “C” level of competence on 3 multiple choice questions embedded in the test on the trends in the historiography of Mexican American History.	83% of students correctly differentiated the 3 schools of thought in Mexican-American historiography.	Clarify historical interpretations by applying to a specific historical event in Mexican-American history, comparing and contrasting the historical perspectives.
1	2) Clarify the role of Mexican-Americans in the U.S. economy from the mid 19 th century into 21 st century.	80% of students will demonstrate a “C” level of competence on an essay explaining the economic role of Mexican-Americans in a specific period of U.S. history.		
1	3) Trace the geographic and temporal patterns of Mexican immigration.	95% of students will correctly locate pertinent geographical locations on a map of the Western Hemisphere.		
1	4) Clarify the political, economic, and social role of Mexican-Americans in the establishment and development of California.	75% of students will score 80% or better on 10 common multiple choice questions embedded in tests and quizzes in the California unit.		Utilize study sheet to specify important legal precedents throughout the course.
1	5) Identify individuals and movements that have influenced the political and social status of Mexican- Americans.	75% of students will score 80% or better on 10 common multiple choice questions embedded in tests and quizzes throughout the semester.	69% of students correctly identified social movements and leaders of the 20 th century that changed the status of Mexican Americans in the U.S.	Incorporate more visual media to demonstrate the significance of individuals and movements.
1	6) Formulate a chronology of the major events in Mexican-American history.	90% of students will complete a chronological timeline that chronicles major events in Mexican-American history.		
1	7) Analyze the effects of 19 th and 20 th century institutions (legal, educational, religious) on the Mexican-American.	75% of students will score 80% or better on 10 common multiple choice questions embedded in tests and quizzes throughout the semester.	66% of students correctly identified the effects of the 19 th century laws on Mexican-Americans	Provide more visuals such as timeline and primary sources in lecture.
1	8) Compare the experiences of Mexican-Americans with other ethnic groups in America.	80% of students will demonstrate a “C” level of competence on an autobiographical essay that examines the cross-cultural experience of Mexican-Americans.		
3	9) Identify and locate primary and secondary sources pertinent to the study of Mexican-	80% of students earn a 75% or better on an essay that examines primary sources.	The class average score was 60%.	Offer visual guides and examples distinguishing primary and secondary sources.

	American history.			Provide instruction in terms of organizing and writing an analytical essay.
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