

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

**Division: Social and Behavioral Sciences**

**Discipline/Program: History**

**Course Number and Name: History 52- The Role of Women in U.S. History**

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**\*As a result of discussion and analysis of ongoing SLO assessment, seven SLOS were condensed into five. All 5 were assessed in spring 2015.**

ISLO #	PLO #	Course Intended Outcomes	Means of Assessment and Criteria for Success	Summary of Data Collected	Use of Results
<b>1</b>	1	1) Identify the dynamic of historical continuity and change within U.S. Women's History.	Distribute a list of 10 significant events in Women's History. Embed "chronology checks" into class quizzes or tests. 90% of class will correctly place major events in correct chronological order.	<p><b>Spring 2015:</b> 21/21 students correctly identified 2 chronology questions "which occurred first" and "which occurred last?" ( 87% correct) 19/19 students correctly identified 2 chronology questions "which occurred first" and "which occurred last?" ( 88% correct)</p> <p><b>Fall 2014:</b> 27/30 students correctly identified 2 chronology questions "which occurred first" and "which occurred last?" ( 92% correct) 22/26 students correctly identified 2 chronology questions "which occurred first" and "which occurred last?" ( 90% correct)</p> <p><b>Spring 2014:</b> 38/40 students correctly identified 5 chronology questions "which occurred first" and "which occurred last?"(83.5% correct) 27/34 students correctly identified</p>	<p><b>Spring 2015:</b> All students in both sections passed the assessment. Continued use of the online discussion board will be used to reinforce context of the events.</p> <p><b>Fall 2014:</b> For online classes several of the weekly discussion boards focused on the specific events listed in the chronology checks. Discussions provided more context for the events and made this less of a memorizing exercise and more a part of the general course material.</p> <p><b>Spring 2014:</b> Use of dates as short research topics and creation of online timeline promoted chronology retention.</p>

				<p>5 chronology questions “which occurred first” and “which occurred last?” (83% correct)</p> <p><b>Fall 2011:</b> 81.3 % of students correctly placed 10 historical events in chronological order</p>	<p><b>Fall 2011:</b> Reviewing over brief chronology at beginning of class has improved this area. Continue to integrate short activities into classroom to encourage thinking historically.</p>
1	2	2) Define gender and clarify its interaction with racial, ethnic, and status differences throughout U.S. Women's History.	75% of students will score 80% or better on 10 multiple choice questions dealing with race, ethnicity, and status to be embedded within tests.	<p><b>Spring 2015:</b> Assessment was revised into a 4-page analysis of oral interviews of female participants in the civil rights movement. Assignment included outline, thesis, and Works Cited. 21/36 students completed the essay- average score 78%; 21/27 students completed the essay- average score 77%.</p> <p><b>Fall 2014:</b> 12 multiple choice questions surveying issues of race, ethnicity, and status was administered as an extra credit quiz at the end of the course. 22/26 completed quiz (average score 62%), 28/30 completed quiz (average score 65%)</p> <p><b>Spring 2014:</b> 10 multiple choice questions surveying issues of race, ethnicity, and status was administered as an extra credit quiz at the end of the course. 38/40 students took the exam, average score 58%, 24/34 students, average score 54%.</p> <p><b>Fall 2011:</b> 72.5% of students correctly answered 10 multiple choice questions dealing with race,</p>	<p><b>Spring 2015:</b> All students who completed the essay had passing scores. The major issue remains those students who do not submit the assignment. This semester I contacted those who did not submit led to three additional submissions but overall student’s failure to turn in work significantly impact the teaching and learning that can occur in the class.</p> <p><b>Fall 2014:</b> Variety of issues prevented a reworking of the multiple choice questions. Its reuse and the poor student performance reinforced the need to rewrite the assessment for the upcoming assessment.</p> <p><b>Spring 2014:</b> Instructors decided that using a multiple choice assessment tool, particularly one that surveyed entire course, was ineffective assessment. Assessment will be revised for upcoming semester.</p> <p><b>Fall 2011:</b> This semester I defined these terms in the first week’s overview, then</p>

				ethnicity, and gender.	continued to reinforce throughout the class. Students understanding of these concepts improved and moved closer to achieving learning outcome.
<b>1</b>	5	3) Identify individuals and movements (labor, temperance, birth control, suffrage) that have contributed to changing women's status in U.S. History	75% of students will score 80% or better on 20 matching questions embedded within tests linking female organizers with their respective organizations or movements.	<p><b>Spring 2015:</b> Students were assessed on 20 matching questions embedded within exams linking individuals with their respective organizations or movements. 34/36 students completed the exams – average score 89%; 24/26 students completed the exams – average score 86%;</p> <p><b>Fall 2014:</b> Students were assessed on 20 matching questions embedded within exams linking female organizers with their respective organizations or movements. 22/26 completed matching questions ( average score 88%), 28/30 completed matching questions ( average score 83%).</p> <p><b>Fall 2011:</b> Classes participated in reassessment of ISLO # 1, Pathway, and Course assessment with 500 word essay: “Compare and contrast the Organization of the National Association of Colored Women with the National Women’s Party. What factors motivated the formation of these associations and what was their impact on American society?” 65/77 students submitted essays to</p>	<p><b>Spring 2015:</b> Students successfully complete this assessment. Teaching Modules that highlight historical individuals as well as organizations help students to prepare for exams. These will continue to be used in weekly course explanations. Success with this assessment also highlights students’ ability to learn historical facts but the greater need for the development of critical teaching skills.</p> <p><b>Fall 2014:</b> Teaching Modules that highlight historical individuals as well as organizations help students to prepare for exams. These will continue to be emphasized in course explanation.</p>

				turnitin.com with an average score of 80%.	
<b>1</b>	4	4) Analyze the role that American law has played in defining women's position in American society. <b>Spring 2015 SLO #4 combined with #5.</b>	75% of students will score 80% or better on a historical research essay focused on women and American institutions.	<p><b>Combined with #5 see below</b></p> <p><b>Fall 2014:</b> Students were assigned a 4-page analysis of oral interviews of female participants in the civil rights movement. Assignment included outline, thesis, and Works Cited. 20/26 completed essay (average score 83%), 20/30 completed essay (average score 83%).</p> <p><b>Spring 2014:</b> Students were assigned a 4-page analysis of oral interviews of female participants in the civil rights movement. Assignment included outline, thesis, and Works Cited. 34/42 students completed assignment, average score 78%; 24/34 students completed assignment, average score 91%.</p> <p><b>Fall 2012:</b> Students located and read slave interviews from the Federal Writers project at loc.gov. Based upon the interview students then recreated their own personal experience as a slave in letter format. 3 sections reporting. <b>26 out of 27 students C or above</b> <b>24 out of 27 students C or above</b> <b>18 out of 19 students C or above</b></p>	<p><b>Spring 2015</b></p> <p><b>Fall 2014:</b> Student essays were strong in terms of critical analysis. Correct citations remain an issue on this assessment in spite of earlier work and explanation of Chicago Style. Short quiz on Chicago Style early in course would perhaps reinforce the importance of citations. Students not completing the essay continues to be a problem. Use of early alert this semester did not seem to yield any better results.</p> <p><b>Spring 2014:</b> Students who completed the assignment tended to perform at or above average. The challenge remains those students who do not complete the work.</p> <p><b>Fall 2012:</b> Provide more clarification and direction for the assignment directions to avoid inconsistency. Organize assignment around specific topics- family, religion, relationship to masters- to provide structure for the essay.</p>
<b>1</b>	1	5) Explain the role of American institutions (law, religion, politics, slavery) in defining women's role in American society.	The research essay will demonstrate the use of primary and secondary sources, critical analysis of evidence, organization, and correct citations.	<p><b>Spring 2015 : Please see explanation for SLO# 2.</b></p> <p><b>Fall 2014:</b> Please see explanation</p>	<p><b>Spring 2015: Please see explanation for SLO# 2.</b></p> <p><b>Fall 2014:</b> Citations and</p>

			<p>Scored according to department rubric.</p>	<p>for SLO#4 which also encompasses #7. 20/26 completed essay (average score 83%), 20/30 completed essay (average score 83%).</p> <p><b>Spring 2014:</b> Students completed 4-page essay on Education and Republican Motherhood analyzing writings of Benjamin Rush and Judith Sargent Murray. 30/40 completed assignment, average score 84%, 22/34 completed assignment, average score 74%.</p> <p><b>Spring 2012:</b> Please see explanation for SLO#4 which also encompasses#6.</p> <p><b>Fall 2011:</b> Students completed a 500-word essay analyzing two primary sources comparing the experiences of colonial women. 57/77 students submitted essays with an average score of 80%.</p>	<p>students who do not complete the essays remain a challenge.</p> <p><b>Spring 2014:</b> Students who completed the assignment tended to perform at or above average. The challenge remains those students who do not complete the work. This assignment is particularly important to building a foundation for later essays. Extend the assignment out over 3 weeks instead of 2 and work on more specific scaffolding of writing process.</p> <p><b>Spring 2012:</b> Continue more in- class analysis of primary sources with particular emphasis on language in the colonial period.</p>
3	4	<p>6) Differentiate between differing types of evidence in primary and secondary sources in U.S. Women's History, locate these sources, and articulate a thesis and conclusion within a written argument with correct citations. <b>Spring 2015 SLO #6 &amp; #7 were combined and become #5.</b></p>	<p>90% of students will successfully analyze two primary sources in a 200 word essay. Scored according to department rubric.</p>	<p><b>Spring 2015 :</b> Students completed a 4- page essay comparing photos from the labor and suffrage movements at the beginning the 20<sup>th</sup> century. 22/36 completed assignment, average score 74%, 17/27 completed assignment, average score 76%.</p> <p><b>Spring 2012:</b> Please see explanation for SLO#4 which also encompasses #7.</p>	<p><b>Spring 2015:</b> This is a strong assessment for distinguishing between primary and secondary sources and evaluating them. Students tend to understand primary sources to be only textual so the use of photos requires a deeper analysis of the visual elements. Visual learners tend to connect much more strongly with this assignment.</p> <p><b>Spring 2012:</b> Further clarify the organization of a thesis and</p>

				<p><b>Fall 2011:</b> Students completed a 500-word essay analyzing two primary sources comparing the experiences of colonial women. 57/77 students submitted essays with an average score of 80%.</p>	<p>conclusion. Use in- class group work to identify a thesis prior to actual writing of essay.</p>
2	4	7) Identify evidence used to create and support an argument and a conclusion in the historical writing.		<p><b>Spring 2015: See #6 &amp; #7 combined into #5.</b></p> <p><b>Fall 2014:</b> See SLO #4</p>	