

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

Division: Social and Behavioral Sciences

Discipline/Program: History

Course Number and Name: HISTORY 058 THE ASIAN AMERICAN IN THE HISTORY OF THE UNITED STATES

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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	2	1. Identify, locate, and describe the major geographical and demographic trends of Asian Americans since 1850.	75% of students will receive a 70% or better on a map and/or graph quiz asking the historical and contemporary trends, respectively, of Asian Americans.	<p>Spring 2015 (online) 12 out of 21 students (57%) received a 70% (C) or better on a graph about Asian American education and income statistics pertaining to the model minority myth.</p> <p>Fall 2014 26 out of 32 students (81.3%) received a 70% (C) or better on a graph about Asian American education and income statistics pertaining to the model minority myth.</p>	<p>Spring 2015 (online) This was the first time the class was offered online. Results were far below the norm for this assessment. Will reinforce the model minority myth through more discussions in the online class.</p> <p>Fall 2014 The concept was discussed heavily as a lecture aspect and integrated into class discussion that was both poignant and thought-provoking. These class discussions showed in their graphical analysis of the model minority myth as it relates to income and education among Asian Americans</p>
4	5	2. Analyze the social, political, and economic contributions of Asian Americans and their influence in the course of American history.	75% of students will receive a 70% or better on an in-class or exam essay evaluating student understanding of contributions of Asian Americans in U.S. History.	<p>Spring 2015 (online) 12 out of 20 students (60%) received a 70% (C) or better on an in-class essay exam about the migrant experiences of the early Asian immigrants.</p> <p>Fall 2013 5 out of 28 students (18%) received a 70% (C) or better on an in-class essay exam about the migrant experiences of the early Asian immigrants.</p>	<p>Spring 2015 (online) This online class had their assessment as an in-exam essay for their first exam. The numbers were decent but not quite above the threshold. Will use this topic as a primary discussion thread for the next online class.</p> <p>Fall 2013 This essay was placed in a unit exam. The topic was a major thread discussed in class and much time was devoted to it. Perhaps a more straightforward approach in letting students know that this material will be on the exam may help results.</p>

2	1	3. Examine socio-cultural trends/problems and economic developments of Asian Americans and their communities since 1947.	75% of students will receive an 80% or better on a 2 to 10 page essay pertaining to recent trends and problems in Asian American communities since World War II using primary and/or secondary sources.	<p>Spring 2015 (online) 13 out of 19 students (68%) received a score of 80% (B) or higher on an essay where students analyzed the stereotypes and portrayals of Asian Americans in pop culture and mass media.</p> <p>Fall 2014 22 out of 29 students (76%) received a score of 80% (B) or higher on an essay where students analyzed the stereotypes and portrayals of Asian Americans in pop culture and mass media.</p>	<p>Spring 2015 (online) First time for an online class and the results were impressive. Just a little shy of the 75% pass rate. However, the criteria was pushed to a B from a C. Hopefully another semester online will see improvements.</p> <p>Fall 2014 Students continued to do well on this assignment. The nature of the assignment being something more contemporary and relatable were all factors that led to a high success rate. The rubric will be tweaked to a more difficult level next semester.</p>
2	1	4. Explain the role of American law and institutions (slavery, political parties, religion) in defining Asian American roles in society.	75% of students will receive an 80% or better on a 2 to 10 page essay pertaining laws that have affected Asian Americans using primary and secondary sources.	<p>Spring 2015 (online) Not assessed.</p> <p>Fall 2014 11 out of 28 students (40%) received a score of 80% (B) or higher on an essay that had students analyzing primary source legal documents and statutes and how it affected Asian immigrants.</p>	<p>Spring 2015 (online) Not assessed.</p> <p>Fall 2014 Students did not do well on this essay. Thesis development, original research and analysis of primary documents were areas that were sorely lacking. Will be looking to come up with a two class tutorial that will include outside help from the LLRC again.</p>
3	4	5. Identify, locate and analyze primary and secondary sources that are pertinent to the study of Asian Americans.	75% of students will receive an 80% or better on a 3 to 10 page essay using primary and secondary sources.	<p>Spring 2015 (online) 13 out of 19 students (68%) received a score of 80% (B) or higher on an essay where students analyzed the stereotypes and portrayals of Asian Americans in pop culture and mass media.</p> <p>Fall 2014 11 out of 28 students (40%) received a score of 80% (B) or higher on an essay that had students analyzing primary source legal documents and statutes and how it affected Asian immigrants.</p>	<p>Spring 2015 (online) First time for an online class and the results were impressive. Just a little shy of the 75% pass rate. However, the criteria was pushed to a B from a C. Hopefully another semester online will see improvements.</p> <p>Fall 2014 Students did not do well on this essay. Thesis development, original research and analysis of primary documents were areas that were sorely lacking. Will be looking to come up with a two class tutorial that will include outside help from the LLRC again.</p>

Spring 2014

	ILO	Course Intended Outcomes	Means of Assessment and Criteria for Success	Summary of Data Collected	Use of Results
	1	1. Identify, locate, and describe the major geographical and demographic trends of Asian Americans since 1850.	75% of students will receive a 70% or better on a map and/or graph quiz asking the historical and contemporary trends, respectively, of Asian Americans.	12 out of 16 students (75%) received a 70% (C) or better on a graph about Asian American education and income statistics and map questions identifying key places in Asian American History.	This outcome was satisfied by the narrowest margin. A strong emphasis was placed in class concerning statistical analysis and graphs in class. We will continue hone in on those skills next semester.
	4	2. Analyze the social, political, and economic contributions of Asian Americans and their influence in the course of American history.	75% of students will receive a 70% or better on an in-class or exam essay evaluating student understanding of contributions of Asian Americans in U.S. History.		
	2	3. Examine socio-cultural trends/problems and economic developments of Asian Americans and their communities since 1947.	75% of students will receive an 80% or better on a 2 to 10 page essay pertaining to recent trends and problems in Asian American communities since World War II using primary and/or secondary sources.	11 out of 14 students (78%) received a score of 80% (B) or higher on an essay where students analyzed the stereotypes and portrayals of Asian Americans in pop culture and mass media.	This was a success again. Even though the assignment was more difficult in terms of more work and research for students and the rubric was more difficult, the outcome was again a success. We will continue to raise the bar next semester.
	2	4. Explain the role of American law and institutions (slavery, political parties, religion) in defining Asian American roles in society.	75% of students will receive an 80% or better on a 2 to 10 page essay pertaining laws that have affected Asian Americans using primary and secondary sources.	11 out of 14 students (78%) received a score of 80% (B) or higher on an essay that had students analyzing primary source legal documents and statutes and how it affected Asian immigrants.	This outcome was successful. There was much focus on this in the beginning of the semester in terms of the laws and implications of the laws against Asian Americans. We will continue the same pedagogical methods and look for more positive results next semester.
	3	5. Identify, locate and analyze primary and secondary sources that are pertinent to the study of Asian Americans.	75% of students will receive an 80% or better on a 3 to 10 page essay using primary and secondary sources.	See SLO #4	See SLO#4

Revised Student Learning Outcomes for Fall 2013. *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.

Institutional Learning Outcomes	Course Intended Outcomes	Means of Assessment and Criteria for Success	Summary of Data Collected	Use of Results
1	1. Identify, locate, and describe the major geographical and demographic trends of Asian Americans since 1850.	75% of students will receive a 70% or better on a map and/or graph quiz asking the historical and contemporary trends, respectively, of Asian Americans.	<p>6 out of 21 students (29%) received a 70% (C) or better on a graph about Asian American education and income statistics.</p> <p>14 out of 21 students (67%) received a 70% (C) or better on map questions identifying key places in Asian American History.</p>	<p>Students did not do well on visual analysis. Many students lack the critical analysis skills. The disturbing trend was that these graphs were very simple and basic and underlined very simplistic themes in class.</p> <p>There must be more emphasis placed on these graphs in class, particularly in the latter part of class.</p>
4	2. Analyze the social, political, and economic contributions of Asian Americans and their influence in the course of American history.	75% of students will receive a 70% or better on an in-class or exam essay evaluating student understanding of contributions of Asian Americans in U.S. History.	5 out of 28 students (18%) received a 70% (C) or better on an in-class essay exam about the migrant experiences of the early Asian immigrants.	This essay was placed in a unit exam. The topic was a major thread discussed in class and much time was devoted to it. Perhaps a more straightforward approach in letting students know that this material will be on the exam may help results.
2	3. Examine socio-cultural trends/problems and economic developments of Asian Americans and their communities since 1947.	75% of students will receive an 80% or better on a 2 to 10 page essay pertaining to recent trends and problems in Asian American communities since World War II using primary and/or secondary sources.	15 out of 18 students (83%) received a score of 80% (B) or higher on an essay where students analyzed the stereotypes and portrayals of Asian Americans in pop culture and mass media.	This was a success partly because it dealt with mass media (tv and film) and the topic seemed to be something all students could relate to. We will try this again next semester but with variations in a more difficult assignment and assessment.
2	4. Explain the role of American law and institutions (slavery, political parties, religion) in defining Asian American roles in society.	75% of students will receive an 80% or better on a 2 to 10 page essay pertaining laws that have affected Asian Americans using primary and secondary sources.	10 out of 17 students (59%) received a score of 80% (B) or higher on an essay that had students analyzing primary source legal documents and statutes and how it affected Asian immigrants.	While we did not pass this standard, a good amount of students did well on primary source analysis. We focused on this quite a bit in class and the theme of laws will continue to be a staple in the class moving forward.

3	5. Identify, locate and analyze primary and secondary sources that are pertinent to the study of Asian Americans.	75% of students will receive an 80% or better on a 3 to 10 page essay using primary and secondary sources.	See SLO #4	See SLO#4
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Spring 2013

Institutional Learning Outcomes	Course Intended Outcomes	Means of Assessment and Criteria for Success	Summary of Data Collected	Use of Results
1	1. Identify, locate, and describe the major geographical and demographic trends of Asian Americans since 1850.	75% of students will receive a 80% or better on a map and graph quiz asking the historical and contemporary trends, respectively, of Asian Americans		
2	2. Critically evaluate the conventional narrative of American history – a narrative that largely excludes Asian Americans.	75% of students will receive a 80% or better on an in-class or exam essay evaluating student understanding of the historical perspective of Asians in American history		
2	3. Analyze the contributions of Asian Americans and their influence in the course of American history– especially political, economic, cultural and social developments.	75% of students will receive a 70% or better on a 5 to 10 page essay pertaining to contributions of Asian-Americans in U.S. History	18 out of 25 students (72%) received a 70% or higher on an essay using primary and secondary sources pertaining to important contributions of Asian-Americans before WW2.	We were close to hitting our objective. The general focus and content was much better this semester. However, students are still weak in formatting and the use of CMS. We will continue to place more emphasis on this aspect. Perhaps the integration of peer evaluations and more hands-on activities related to historical writing for the next semester.
	4. Relate the experiences of Asian Americans to broader trends in U.S., immigration, and ethnic history.	75% of students will score 80% or better on 10 common terms embedded in tests and quizzes throughout the semester		
1	5. Compare and contrast the experiences of different groups of Asian Americans relative to such factors as ethnicity, class, gender, and immigration status.	75% of students will receive a 70% or better on 2 to 3 page essay comparing and contrasting two different Asian-American groups OR An in-class write-up or quiz evaluating student understanding of at least two different Asian-American groups in U.S. History		
4	6. Examine trends, problems, and developments among Asian Americans and their communities since 1850.	75% of students will receive a 70% or better on a 5 to 10 page essay pertaining to contemporary issues of Asian Americans after WW2	17 out of 21 students (81%) received a 70% or higher on a primary resource analysis of a current trend or problem in Asian American communities today.	The objective was met. This semester’s assignment was much more challenging and this was the first real gauge and test to measure students’ ability to analyze and evaluate data. It was a success and we will build upon this momentum moving

				forward.
4	7. Explain the role of American law and institutions (slavery, political parties, religion) in defining Asian American roles in society.	75% of students will score 80% or better on 10 common terms embedded in tests and quizzes throughout the semester		
3	8. Identify, locate and analyze primary and secondary sources that are pertinent to the study of Asian Americans.	75% of students will receive a 70% or better on a 5 to 10 page essay pertaining to contributions of Asian-Americans in U.S. History	See SLO #3	See SLO #3

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. Identify, locate, and describe the major geographical and demographic trends of Asian Americans since 1850.	75% of students will receive a 80% or better on a map and graph quiz asking the historical and contemporary trends, respectively, of Asian Americans		
2	2. Critically evaluate the conventional narrative of American history – a narrative that largely excludes Asian Americans.	75% of students will receive a 80% or better on an in-class or exam essay evaluating student understanding of the historical perspective of Asians in American history		
2	3. Analyze the contributions of Asian Americans and their influence in the course of American history– especially political, economic, cultural and social developments.	75% of students will receive a 70% or better on a 5 to 10 page essay pertaining to contributions of Asian-Americans in U.S. History	28 out of 32 students (87.5%) received a 70% or higher on a ten page essay pertaining to important contributions of Asian-Americans before WW2.	This was a relatively easy research-oriented essay. Perhaps I will challenge students more with a more critical, analytical essay next semester.
	4. Relate the experiences of Asian Americans to broader trends in U.S., immigration, and ethnic history.	75% of students will score 80% or better on 10 common terms embedded in tests and quizzes throughout the semester		
1	5. Compare and contrast the experiences of different groups of Asian Americans relative to such factors as ethnicity, class, gender, and immigration status.	75% of students will receive a 70% or better on 2 to 3 page essay comparing and contrasting two different Asian-American groups OR An in-class write-up or quiz evaluating student understanding of at least two different Asian-American groups in U.S. History	28 out of 32 students (87.5%) received a 70% or higher on a ten page essay pertaining to important contributions of Asian-Americans before WW2.	This was a relatively easy research-oriented essay. Perhaps I will challenge students more with a more critical, analytical essay next semester.
4	6. Examine trends, problems, and developments among Asian Americans and their communities since 1850.	75% of students will receive a 70% or better on a 5 to 10 page essay pertaining to contemporary issues of Asian Americans after WW2	30 out of 30 students (100%) received a 70% or higher on 4 page review of two films they watched in class.	Film reviews by nature tend to be a bit easier. A more challenging assignment will be in order next semester.
4	7. Explain the role of American law and institutions (slavery, political parties, religion) in defining Asian American roles in society.	75% of students will score 80% or better on 10 common terms embedded in tests and quizzes throughout the semester		
3	8. Identify, locate and analyze primary and secondary sources that are pertinent to the study of Asian Americans.	75% of students will receive a 70% or better on a 5 to 10 page essay pertaining to contributions of Asian-Americans in U.S. History	28 out of 32 students (87.5%) received a 70% or higher on a ten page essay pertaining to important contributions of Asian-Americans before WW2.	This was a relatively easy research-oriented essay. Perhaps I will challenge students more with a more critical, analytical essay next semester.

