

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

Division: Social and Behavioral Sciences

Discipline/Program: History

Course Number and Name: HISTORY 006 History of the Americas II

Program Contact Person: _____

Phone: _____

Reviewed by:

Date: Spring 2015

ILO	PLO	Course Intended Outcomes	Means of Assessment and Criteria for Success	Summary of Data Collected	Use of Results
1 (2)	1	1. Formulate a chronology that compares and contrasts the independence movements in Latin America and the U.S. and their implications for constitutional government.	75% of students will demonstrate a "C" level competence on a timeline with 10-15 important dates and accompanying essay clarifying their constitutional significance.	<p>Spring 2015 Timeline 73% or 34/46 of student took the assessment. 94% or 32/34 students scored a "C" or better.</p> <p>Fall 2014 89% (31 students out of 35) students scored a "C" or better on assessment.</p>	<p>Spring 2015 The objective was reached. Students did create a timeline on a website. I will look for alternative websites that are more user-friendly.</p> <p>Fall 2014 The objective was met. Have students create a timeline on a website and assign accompanying essay questions.</p>
1 (2, 4)	1	2. Evaluate the influence of industrialization and urbanization on 19 th and 20 th century societies of the Americas.	75% of students will score 70% or better on 3 terms embedded in the tests and quizzes throughout the semester.	<p>Spring 2015 Final Exam 77% or 21/27 students scored a "C" or better on the exam.</p> <p>Fall 2014 65% (17 students out of 26) students scored a "C" or better on assessment. The average score was 72.5%.</p>	<p>Spring 2015 The objective was met. However, the SLO will be given earlier in the semester. In addition, lectures will be revised to provide more discussions on the industrialization and urbanization.</p> <p>Fall 2014 The goal was not reached. Provided students with more lectures and discussions on the effects of industrialization and urbanization in the Americas. Allocate more class time to discuss this SLO.</p>
1	1 (3)	3. Define the major policies that have defined global and hemispheric relations for Latin America and the U.S. in the 19 th and	75% of students will demonstrate a "C" level competence on an in-class essay.	<p>Spring 2015 Writing Assignment #2 82% or 24/29 students scored a "C" or higher on the assignment.</p>	<p>Spring 2015 The objective was met. Lectures will be revised to include more discussion on the Cold War.</p> <p>Fall 2014</p>

		20 th centuries.		Fall 2014 74% (26 students out of 35) students scored a “C” or better on assessment.	The objective was missed by 1%. Have more in class writing assignments. Assisted students in writing better thesis statements. Make students aware of all of the writing workshops on campus.
1	1	4. Assess the major religious reform movements in the Americas in the 19 th and 20 th centuries.	75% of students will score 70% or better on 5 terms embedded in the tests and quizzes throughout the semester.	Spring 2015 Final Exam 59% or 16/27 students scored a “C” or better on the exam. Fall 2014 27% (7 students out of 26) students scored a “C” or better on assessment. The average score was 52%.	Spring 2015 The objective was not met. Lectures will be revised to include more discussions on the Liberation Theology. Have more discussion on the topic. Fall 2014 The goal was not reached. Allocate more class time to discuss this SLO and provide students with a list of important terms to study before the lectures and readings.
1	1	5. Locate the major geographical formations (mountains, rivers) as well as nations and major cities in the Americas.	75% of students will correctly place 9 important cities, countries, and rivers on a map of the Western Hemisphere.	Spring 2015 Final Exam 96% or 26/27 students scored a “C” or better on the exam. Fall 2014 85% (22 students out of 26) students scored a “C” or better on assessment. The average score was 8%.	Spring 2015 The objective was met. Will continued to use various maps to stress the main geographical features of the Americas. Fall 2014 The goal was reached. I will continue to provide various kinds of maps for in-class discussions.

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 (2)	1	1. Formulate a chronology that compares and contrasts the independence movements in Latin America and the U.S. and their implications for constitutional government.	75% of students will demonstrate a "C" level competence on a timeline with 10-15 important dates and accompanying essay clarifying their constitutional significance.	Fall 2014 89% (31 students out of 35) students scored a "C" or better on assessment.	Fall 2014 The objective was met. Have students create a timeline on a website and assign accompanying essay questions.
1 (2, 4)	1	2. Evaluate the influence of industrialization and urbanization on 19 th and 20 th century societies of the Americas.	75% of students will score 70% or better on 8 terms embedded in the tests and quizzes throughout the semester.	Fall 2014 65% (17 students out of 26) students scored a "C" or better on assessment. The average score was 72.5%.	Fall 2014 The goal was not reached. Provided students with more lectures and discussions on the effects of industrialization and urbanization in the Americas. Allocate more class time to discuss this SLO.
1	1 (3)	3. Define the major policies that have defined global and hemispheric relations for Latin America and the U.S. in the 19 th and 20 th centuries.	75% of students will demonstrate a "C" level competence on an in-class essay.	Fall 2014 74% (26 students out of 35) students scored a "C" or better on assessment.	Fall 2014 The objective was missed by 1%. Have more in class writing assignments. Assisted students in writing better thesis statements. Make students aware of all of the writing workshops on campus.
1	1	4. Assess the major religious reform movements in the Americas in the 19 th and 20 th centuries.	75% of students will score 70% or better on 5 terms embedded in the tests and quizzes throughout the semester.	Fall 2014 27% (7 students out of 26) students scored a "C" or better on assessment. The average score was 52%.	Fall 2014 The goal was not reached. Allocate more class time to discuss this SLO and provide students with a list of important terms to study before the lectures and readings.
1	1	5. Locate the major geographical formations (mountains, rivers) as well as nations and major cities in the Americas.	75% of students will correctly place 10 important cities, countries, and rivers on a map of the Western Hemisphere.	Fall 2014 85% (22 students out of 26) students scored a "C" or better on assessment. The average score was 83%.	Fall 2014 The goal was reached. I will continue to provide various kinds of maps for in-class discussions.

Spring 2014

Institutional Learning Outcomes	Course Intended Outcomes	Means of Assessment and Criteria for Success	Summary of Data Collected	Use of Results
1 (2)	1. Compare and contrast the independence movements in Latin America and the U.S. and explain the implications of these movements for constitutional government in these societies.	80% of students will demonstrate a “C” level competence in a 500 word essay comparing the revolutionary and constitutional phases of development in one Latin American country with that of the U.S.	96% (23 of 24) students received a “C” or higher	-To enhance student research and analytical skills
1 (2, 4)	2. Examine the role of religion in North and Latin American development.	80% of students will demonstrate a “C” level competence in a 300 word essay explaining the role of Protestantism and Catholicism in the development of a specific region of the Western Hemisphere. FALL 2012 Assessment: Clarify the experience of three Latin American countries in terms of their relationship with the U.S. in the 19th and 20th centuries, including major personalities and events.	68% (17 of 25) students received a “C” or higher	-To enhance student analytical skills
1	3. Clarify the influence of 19 th and 20 th century industrialization and urbanization on Latin American and U.S. society.	75% of students will score 80% or better on 10 common multiple choice questions embedded in test or quizzes throughout the semester. FALL 2012 Assessment: Locate the major geographical formations (mountains, rivers) as well as nations and major cities in Central and South America.		
1	4. Define the major policies that have defined global and hemispheric relations for Latin America and the U.S. in the 20 th century.	75% of students will score 80% or better on 10 common terms (defined and explained) embedded in test and quizzes throughout the semester.		
1	5. Clarify the experience of three Latin American countries in terms of their relationship with the U.S. in the 19 th and 20 th centuries, including major personalities and events.	75% of students will score 80% or better on 10 common multiple choice questions embedded in test or quizzes throughout the semester.		
3 (1, 2)	6. Assess the major reform movements in the U.S., Mexico,	80% of students will demonstrate a “C” level competence in two 200 word		

	Brazil, and Argentina in the 20 th century.	essays evaluating primary sources chronicling reform activism. To be scored with a departmental rubric.		
1 (2)	7. Formulate a chronology of the political, economic, and social developments of Latin America and the United States in the 20 th century.	90% of students will construct a historical timeline detailing Latin American and U.S. political, economic, and social developments.		
1 (3)	8. Locate the major geographical formations (mountains, rivers) as well as nations and major cities in Central and South America.	90% of students will correctly complete a map of the Western Hemisphere.		

Fall 2013

Institutional Learning Outcomes	Course Intended Outcomes	Means of Assessment and Criteria for Success	Summary of Data Collected	Use of Results
1 (2)	1. Compare and contrast the independence movements in Latin America and the U.S. and explain the implications of these movements for constitutional government in these societies.	80% of students will demonstrate a “C” level competence in a 500 word essay comparing the revolutionary and constitutional phases of development in one Latin American country with that of the U.S.		
1 (2, 4)	2. Examine the role of religion in North and Latin American development.	80% of students will demonstrate a “C” level competence in a 300 word essay explaining the role of Protestantism and Catholicism in the development of a specific region of the Western Hemisphere. FALL 2012 Assessment: Clarify the experience of three Latin American countries in terms of their relationship with the U.S. in the 19th and 20th centuries, including major personalities and events.		
1	3. Clarify the influence of 19 th and 20 th century industrialization and urbanization on Latin American and U.S. society.	75% of students will score 80% or better on 10 common multiple choice questions embedded in test or quizzes throughout the semester. FALL 2012 Assessment: Locate the major geographical formations (mountains, rivers) as well as nations and major cities in Central and South America.		
1	4. Define the major policies that have defined global and hemispheric relations for Latin America and the U.S. in the 20 th century.	75% of students will score 80% or better on 10 common terms (defined and explained) embedded in test and quizzes throughout the semester.		
1	5. Clarify the experience of three Latin American countries in terms of their relationship with the U.S. in the 19 th and 20 th centuries, including major personalities and events.	75% of students will score 80% or better on 10 common multiple choice questions embedded in test or quizzes throughout the semester.		
3 (1, 2)	6. Assess the major reform movements in the U.S., Mexico,	80% of students will demonstrate a “C” level competence in two 200 word		

	Brazil, and Argentina in the 20 th century.	essays evaluating primary sources chronicling reform activism. To be scored with a departmental rubric.		
1 (2)	7. Formulate a chronology of the political, economic, and social developments of Latin America and the United States in the 20 th century.	90% of students will construct a historical timeline detailing Latin American and U.S. political, economic, and social developments.		
1 (3)	8. Locate the major geographical formations (mountains, rivers) as well as nations and major cities in Central and South America.	90% of students will correctly complete a map of the Western Hemisphere.		

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Program Contact Person: _____

Phone: _____

Reviewed by:

Date: June 2013

Institutional Learning Outcomes	Course Intended Outcomes	Means of Assessment and Criteria for Success	Summary of Data Collected	Use of Results
1 (2)	1. Compare and contrast the independence movements in Latin America and the U.S. and explain the implications of these movements for constitutional government in these societies.	80% of students will demonstrate a “C” level competence in a 500 word essay comparing the revolutionary and constitutional phases of development in one Latin American country with that of the U.S.		
1 (2, 4)	2. Examine the role of religion in North and Latin American development.	80% of students will demonstrate a “C” level competence in a 300 word essay explaining the role of Protestantism and Catholicism in the development of a specific region of the Western Hemisphere. FALL 2012 Assessment: Clarify the experience of three Latin American countries in terms of their relationship with the U.S. in the 19th and 20th centuries, including major personalities and events.		
1	3. Clarify the influence of 19 th and 20 th century industrialization and urbanization on Latin American and U.S. society.	75% of students will score 80% or better on 10 common multiple choice questions embedded in test or quizzes throughout the semester. FALL 2012 Assessment: Locate the major geographical formations (mountains, rivers) as well as nations and major cities in Central and South America.		

1	4. Define the major policies that have defined global and hemispheric relations for Latin America and the U.S. in the 20 th century.	75% of students will score 80% or better on 10 common terms (defined and explained) embedded in test and quizzes throughout the semester.		
1	5. Clarify the experience of three Latin American countries in terms of their relationship with the U.S. in the 19 th and 20 th centuries, including major personalities and events.	75% of students will score 80% or better on 10 common multiple choice questions embedded in test or quizzes throughout the semester.		
3 (1, 2)	6. Assess the major reform movements in the U.S., Mexico, Brazil, and Argentina in the 20 th century.	80% of students will demonstrate a “C” level competence in two 200 word essays evaluating primary sources chronicling reform activism. To be scored with a departmental rubric.		
1 (2)	7. Formulate a chronology of the political, economic, and social developments of Latin America and the United States in the 20 th century.	90% of students will construct a historical timeline detailing Latin American and U.S. political, economic, and social developments.		
1 (3)	8. Locate the major geographical formations (mountains, rivers) as well as nations and major cities in Central and South America.	90% of students will correctly complete a map of the Western Hemisphere.		

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Reviewed by:

Date: December 2012

Institutional Learning Outcomes	Course Intended Outcomes	Means of Assessment and Criteria for Success	Summary of Data Collected	Use of Results
1 (2)	1. Compare and contrast the independence movements in Latin America and the U.S. and explain the implications of these movements for constitutional government in these societies.	80% of students will demonstrate a “C” level competence in a 500 word essay comparing the revolutionary and constitutional phases of development in one Latin American country with that of the U.S.		
1 (2, 4)	2. Examine the role of religion in North and Latin American development.	80% of students will demonstrate a “C” level competence in a 300 word essay explaining the role of Protestantism and Catholicism in the development of a specific region of the Western Hemisphere. <i>FALL 2012 Assessment: Clarify the experience of three Latin American countries in terms of their relationship with the U.S. in the 19th and 20th centuries, including major personalities and events.</i>	FALL 2012 94% (33 of 35) students received a “C” or higher	FALL 2012 N/A
1	3. Clarify the influence of 19 th and 20 th century industrialization and urbanization on Latin American and U.S. society.	75% of students will score 80% or better on 10 common multiple choice questions embedded in test or quizzes throughout the semester. <i>FALL 2012 Assessment: Locate the major geographical formations (mountains, rivers) as well as nations and major cities in Central and South America.</i>	FALL 2012 86% (30 of 35) students received a “C” or higher	FALL 2012 N/A

1	4. Define the major policies that have defined global and hemispheric relations for Latin America and the U.S. in the 20 th century.	75% of students will score 80% or better on 10 common terms (defined and explained) embedded in test and quizzes throughout the semester.		
1	5. Clarify the experience of three Latin American countries in terms of their relationship with the U.S. in the 19 th and 20 th centuries, including major personalities and events.	75% of students will score 80% or better on 10 common multiple choice questions embedded in test or quizzes throughout the semester.		
3 (1, 2)	6. Assess the major reform movements in the U.S., Mexico, Brazil, and Argentina in the 20 th century.	80% of students will demonstrate a “C” level competence in two 200 word essays evaluating primary sources chronicling reform activism. To be scored with a departmental rubric.		
1 (2)	7. Formulate a chronology of the political, economic, and social developments of Latin America and the United States in the 20 th century.	90% of students will construct a historical timeline detailing Latin American and U.S. political, economic, and social developments.		
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Reviewed by:

Date: June 2012

Attach additional pages as necessary.

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1 (2)	1. Compare and contrast the independence movements in Latin America and the U.S. and explain the implications of these movements for constitutional government in these societies.	80% of students will demonstrate a "C" level competence in a 500 word essay comparing the revolutionary and constitutional phases of development in one Latin American country with that of the U.S.		
1 (2, 4)	2. Examine the role of religion in North and Latin American development.	80% of students will demonstrate a "C" level competence in a 300 word essay explaining the role of Protestantism and Catholicism in the development of a specific region of the Western Hemisphere.	SPRING 2012 70% (21 of 30) students received a "C" or higher on this essay.	SPRING 2012 To place more emphasis on the impact of religion on the development of the area as well as political conflicts and alliances. To define and explain the role of Catholicism and Protestantism on Latin and North America.
1	3. Clarify the influence of 19 th and 20 th century industrialization and urbanization on Latin American and U.S. society.	75% of students will score 80% or better on 10 common multiple choice questions embedded in test or quizzes throughout the semester.		
1	4. Define the major policies that have defined global and hemispheric relations for Latin America and the U.S. in the 20 th century.	75% of students will score 80% or better on 10 common terms (defined and explained) embedded in test and quizzes throughout the semester.		
1	5. Clarify the experience of three Latin American countries in terms of their relationship with the U.S. in the 19 th and 20 th centuries,	75% of students will score 80% or better on 10 common multiple choice questions embedded in test or quizzes throughout the semester.		

	including major personalities and events.			
3 (1, 2)	6. Assess the major reform movements in the U.S., Mexico, Brazil, and Argentina in the 20 th century.	80% of students will demonstrate a “C” level competence in two 200 word essays evaluating primary sources chronicling reform activism. To be scored with a departmental rubric.		
1 (2)	7. Formulate a chronology of the political, economic, and social developments of Latin America and the United States in the 20 th century.	90% of students will construct a historical timeline detailing Latin American and U.S. political, economic, and social developments.		
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Program Contact Person: _____

Phone: _____

Reviewed by: Lora Lane, SLO Coordinator

Date: December 2011

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 (2)	1. Compare and contrast the independence movements in Latin America and the U.S. and explain the implications of these movements for constitutional government in these societies.	80% of students will demonstrate a “C” level competence in a 500 word essay comparing the revolutionary and constitutional phases of development in one Latin American country with that of the U.S.		
1 (2, 4)	2. Examine the role of religion in North and Latin American development.	80% of students will demonstrate a “C” level competence in a 300 word essay explaining the role of Protestantism and Catholicism in the development of a specific region of the Western Hemisphere.	Fall 2011 # Sections-1 # Students-33 75% of the class scored 80% or higher on a 300 word essay “Describe the Protestant Reformation (Martin Luther and Henry VIII) and Catholicism as well as the impact both religions had on the colonies. “	Continue to clarify Protestant/Catholic distinctions and discuss colonial implications in class before essay writing.
1	3. Clarify the influence of 19 th and 20 th century industrialization and urbanization on Latin American and U.S. society.	75% of students will score 80% or better on 10 common multiple choice questions embedded in test or quizzes throughout the semester.		
1	4. Define the major policies that have defined global and hemispheric relations for Latin America and the U.S. in the 20 th century.	75% of students will score 80% or better on 10 common terms (defined and explained) embedded in test and quizzes throughout the semester.		

1	5. Clarify the experience of three Latin American countries in terms of their relationship with the U.S. in the 19 th and 20 th centuries, including major personalities and events.	75% of students will score 80% or better on 10 common multiple choice questions embedded in test or quizzes throughout the semester.		
3 (1, 2)	6. Assess the major reform movements in the U.S., Mexico, Brazil, and Argentina in the 20 th century.	80% of students will demonstrate a “C” level competence in two 200 word essays evaluating primary sources chronicling reform activism. To be scored with a departmental rubric.		
1 (2)	7. Formulate a chronology of the political, economic, and social developments of Latin America and the United States in the 20 th century.	90% of students will construct a historical timeline detailing Latin American and U.S. political, economic, and social developments.		
1 (3)	8. Locate the major geographical formations (mountains, rivers) as well as nations and major cities in Central and South America.	90% of students will correctly complete a map of the Western Hemisphere.		