

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

Division: Social & Behavioral Science

Discipline/Program: History

Course Number and Name: History 82- U.S. History of Working People- II

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Reviewed by: _____ **Date: July, 2015** _____

ISLO #	PLO #	Course Intended Outcomes	Means of Assessment and Criteria for Success	Summary of Data Collected	Use of Results
3 (1,2)	1, 2	1. Define primary and secondary sources within the context of U.S. labor history and demonstrate their use in historical research, organization, and writing.	Students will score 70% or better on a 4-3- page summaries and critical analysis of primary sources.	<p>Spring 2015: Two sections of History 82 are offered- an online and a face-to-face class. The online class completed three 4-page analyses of primary sources. Online- 27/35 students completed the essays (average score 82%). The face-to-face class completed two 4-page analyses and a third longer research essay that was correlated with a library orientation and a class presentation. 29/34 students completed all 3 essays. Average score 76% on shorter essays and 72% on longer research essay.</p> <p>Fall 2014: Two sections of History 82 are offered- an online and a face-to-face class.</p>	<p>Spring 2015: Both sections were provided with written and oral explanations on essay organization, writing and citations. FTF class included additional instruction from the library and the preparation of a class presentation. Online students who submitted the essay averaged 83% but at least 8 students did not complete any of the essays. Student lack of participation warrants greater focus on contacting students early in the writing process to bring them on board. In the face-to-face class student participation was stronger with 29/34 students completing the three essays. Average score for the first two essays was 76% and the research essay 72%</p> <p>Fall 2014: Both sections were provided with extensive written and oral explanation on essay organization and writing.</p>

				<p>The online class completed three 4-page analyses of primary sources. 12/23 students completed the essays (average score 81%). The face-to-face class completed two 4-page analyses and a third longer research essay that was correlated with a library orientation and a class presentation. Essay 1 (33/38 students completed essay, average score 79%), Essay 2 (28/38 students completed essay, average score 80%), Essay 3 (29/38 students completed essay, average score 79%),</p> <p>Spring 2014: Two sections of History 82 are offered –a face-to-face and online class. Number of required essays was reduced from 4 to 3 and the length of each submission was increased from 3 to 4 pages plus thesis, outline, and Works Cited. First essay assignment required a 4-page analysis of the Pullman Strike and its relationship to the American Railway Union. Online: 25/37 students completed assignment, average score 82%. FTF: 39/42 completed assignment, average score 84%.</p> <p>Fall 2013: Two sections of History 82 are offered –a face-to-face and online class. Both sections required 4 3-page summaries and critical analysis of primary sources. The first 3-page essay (outline, thesis statement, and citations required) on “All Must Work Under My Direction” a primary source on</p>	<p>FTF class included additional instruction from the library and the preparation of a class presentation. Grades between the two sections are not significantly different but students in the FTF class persisted and continue to submit written assignments throughout the course.</p> <p>Spring 2014: Both sections provided with extensive written and oral explanation on essay organization and writing. FTF classes however seem to benefit from instructor presence and direct encouragement. Grades between the two sections are not significantly different but students in the FTF class persisted and continue to submit written assignments throughout the course. Even though online classes are provided with an audio explanation, students benefit from an instructor’s presence.</p> <p>Fall 2013: Percentage of students completing first essay assignment increased from previous semesters and students who did submit assignment earned a higher score. Emphasis on the importance of primary sources in historical study and the</p>
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				<p>sharecropping and its relationship to post-emancipation Southern labor. This was the first writing assignment. The assignment was preceded by essay instructions that were provided in writing and on a Camtasia audio explanation. FTF section- 24/28 students completed assignment. Average score of completed essays- 80% Online- 23/27 students completed assignment. Average score of completed essays-84%</p> <p>Spring 2013: 33/61 students completed a 3-page essay (outline, thesis statement, and citations required) on “All Must Work Under My Direction” a primary source on sharecropping and its relationship to post-emancipation Southern labor. This was the first writing assignment. The assignment was preceded by essay instructions that were provided in writing and on a Camtasia audio explanation. 28 students did not complete the first essay assignment. Of the 33 students that did complete the assignment the average score was 61%</p> <p>Spring 2012: See assignment explanation for SLO#3.</p> <p>Spring 2011: Students were assigned a 5-page analysis (required outline, thesis statement, essay, and works cited) based on oral interviews conducted during the 1936 sit-down strike in Flint Michigan. 20/37 students completed the assignment. Average score for completed assignments was 73 %.</p>	<p>“how-to’s” of analysis at beginning of course are effective with majority of students. For those students who do not complete the first assignment, early personal contact through Private Messenger and required office visit to review essay will be continued.</p> <p>Spring 2013: Essay analyses were shortened to 3 pages each with 4 essays required for the semester. This allowed instructor to give more feedback early on in the course and to better track development of critical analyses and writing skills. Despite a strong platform of instruction regarding the construction of an outline, thesis, and essay close to half the class did not attempt the assignment. The majority of these students dropped the class.</p> <p>Spring 2012: See Use of Results SLO#3.</p> <p>Spring 2011: Before students write essay, break the class into focus groups that analyze primary sources; coordinate with library for information competency workshop; revise handout on Chicago style notations.</p>
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<p>1, 2</p>	<p>1,3</p>	<p>2. Evaluate constitutional issues that impact working people in the Gilded Age.</p>	<p>75% of students should demonstrate a “C” level competence in a 500 word essay to be scored with a departmental rubric.</p>	<p>Spring 2015: Online class only completed 4-page analysis of a primary source describing the impact of the Taft-Hartley Act on the labor movement during in the Cold War. 22/35 students completed essay, average score 83%.</p> <p>Fall 2014: Online class only completed 4-page analysis of a primary source describing the impact of the Taft-Hartley Act on the labor movement during in the Cold War. 13/23 completed assignment, average score 81%.</p> <p>Spring 2014: Students were assigned a 4-page analysis of a primary source describing the impact of the Taft-Hartley Act on the labor movement during in the Cold War. Online: 24/37 completed assignment, average score 85%. FTF: 37/42 completed assignment, average score 86%.</p> <p>Fall 2013: Students were assigned a 3-page analysis of a primary source describing the impact of the Taft-Hartley Act on the labor movement during in the Cold War. This was the fourth and final essay of the class. FTF- 18/28 students completed assignment. Average score of completed essays 84%. Online- 21/27 completed assignment. Average score 84%.</p>	<p>Spring 2015: Students who complete essay assignment scored above the prescribed criteria for success. High non-submission level clarifies the disparity of skill levels in the class and need for specialized attention/support for that group.</p> <p>Fall 2014: Non-completion is an issue for online class. Students who persist in online class improve</p> <p>Spring 2014: Non-completion is an issue for online class. Students who persist in online class improve but FTF classes hold more students for the semester. Tracked English classes that had been completed by FTF class. Success and persistence (earning a final grade of A or B) in History 82 can be correlated to a student’s completion of English 101.</p> <p>Fall 2013: Average score of 84% for students who complete assignment is acceptable. Students not completing assignments is an ongoing issue for both the face-to-face and online classes. Reorganize class schedule to allow more time at the back end of the class for preparation and explanation of context of this assignment.</p>
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2	5	3. Trace the development of corporate capitalism in the Gilded Age.	75% of students should score 70% or better on 5 common terms (defined and explained) embedded in quizzes or exams throughout the semester.	<p>Spring 2015: 5 matching questions were imbedded in exams. Online: 19/23 completed exam, average score 79.4%. FTF: 36/39 completed exam, average score 89%.</p> <p>Fall 2014: 5 matching questions were imbedded in exams. Online:</p>	<p>Spring 2015: Overall performance for both sections is high. Rework and condense Teaching Modules to highlight important terms.</p>

				<p>19/23 completed exam, average score 79.4%. FTF: 36/39 completed exam, average score 89%.</p> <p>Spring 2014: 5 matching questions were imbedded through exams. Online: 34/37 completed exam, average score 87.4%. FTF: 42/42 completed exam, average score 94.8%.</p> <p>Fall 2013: 5 matching questions were imbedded through exams. FTF-25/29 students completed exam. Average 91.8% Online- 25/28 students completed exam- Average 85.6%</p> <p>Spring 2013: 37/61 students completed the exam. Average score was 78%.</p> <p>Fall 2012: 32/32 students completed Exam 1 & 2 which included 5 terms related to the development of U.S. corporate capitalism. Average score on terms was 81%.</p>	<p>Fall 2014: Teaching Modules that highlight terms and issues of corporate capitalism were utilized in both classes. Condense the reading assignments and work on critical readings skills to encourage students to identify important terminology.</p> <p>Spring 2014: Exams for FTF class were administered online which allowed instructor to use class period for test review before the exam. Review was organized with historical jeopardy game. Interaction in class prior to exam raises test scores. Also saved a lot of paper.</p> <p>Fall 2013: Continue student work in text, Modules, and practice tests to clarify terminology. Reinforce use of terminology with repeated use of key words and concepts on Discussion Board and in-class discussions.</p> <p>Spring 2013: Continue student work in text, Modules, and practice tests to clarify terminology. Reinforce use of terminology with repeated use of key words on Discussion Board.</p> <p>Fall 2012: Continue student work in text, Modules, and practice tests to clarify terminology. Reinforce use of terminology with repeated use of key words on Discussion Board.</p>
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2	5	<p>4. Examine the formation of labor unions, their relationship to working class community, and to the Populist, Progressive, New Deal, and Cold War eras.</p>	<p>Students will complete a 4 page analysis of a primary source linking it to labor organization.</p> <p>Alternate Assessment: 80% of students will organize a timeline tracking the major labor issues of the 20th century and the union response.</p>	<p>Spring 2015: See description and use of results SLO#1.</p> <p>Fall 2014: See description and use of results SLO#1.</p> <p>Spring 2014: Second 4-page essay assignment analyzing primary source on the Flint Sit-Down Strike and the formation of the UAW. Online: 27/37 students completed assignment; average score 75%. FTF: 37/42 students completed assignment; average score 86%.</p> <p>Fall 2013: Essay 2 required a 3-</p>	<p>Spring 2015: Stronger utilization of Harry Bridges performance. Worksheet or study questions to better prepare students and require more understanding of background before the presentation.</p> <p>Fall 2014: Both sections were provided with extensive written and oral explanation on essay organization and writing. FTF class included additional instruction from the library and the preparation of a class presentation. Grades between the two sections are not significantly different but students in the FTF class persisted and continue to submit written assignments throughout the course.</p> <p>Spring 2014: FTF class essay was preceded by a historical simulation of San Francisco Strike and one-man presentation of Harry Bridges by Ian Rushkin. Both activities would have been more meaningful if the source analysis had been tied to one of these. Coordination of the assignment with the class activities was weak on my part and will be reworked.</p> <p>Fall 2013: Similar scores</p>

				<p>page analysis of the Pullman Strike and its relationship to the American Railway Union. FTF- 20/28 students completed essay. Average score of students completing essay 82%. Online- 21/27 students completed essay. Average score of students completing essay 82%.</p>	<p>between face-to-face and online sections are an encouraging sign of the efficacy of both teaching formats. Re-work assignment to put more focus on labor organizations to more reinforce reform activism.</p> <p>Spring 2013: Second essay assignment was significantly improved and may be attributed to one-on-one feedback for first assignment.</p> <p>Fall 2012: Proper citations are an issue in student writing. Introduce correct style of footnotes in first week continue to reinforce and re-teach throughout the course.</p>
1 (2)	1, 2, 5	5. Evaluate the intersection of race, gender, and ethnicity within the American labor movement.	75% of students will demonstrate a "C" level of competence in two 250 word analyses of primary sources to be graded with a departmental rubric.	<p>Fall 2014: See description and use of results for SLO#1.</p> <p>Fall 2013: See description for SLO#1. FTF section- 24/28 students completed assignment. Average score of completed essays- 80% Online- 23/27 students completed assignment. Average score of completed essays-84%</p> <p>Spring 2013: See description for SLO#1.</p>	<p>Fall 2013: Essay assignment works well in terms of clarifying the impact of race and agricultural labor. For more emphasis on interaction within labor movement, different primary source should be selected.</p> <p>Spring 2013: Re-emphasize sample essay and encourage students to post sample thesis statements or outlines in chat room or discussion board to stimulate discussion and peer evaluation. Investigate using multiple submissions to turnitin .com to more fully utilize grammar checker as instructional tool.</p>

				<p>Fall 2012: 35/38 students completed a 4-page essay on sharecropping and its relationship to labor in the South. Average score was 77%.</p>	<p>Fall 2012: Provide sample essay and explanation “How to Analyze a Primary Source.”</p>
(2,3)		<p>6. Assess the connection between corporate growth, American global domination and the role of labor.</p>	<p>Participate in online discussion focused on a specific labor action and its relationship to global capitalism.</p> <p>Alternate Assessment: 75% of students will outline the manufacture of one product and track the process and impact of its outsourcing.</p>	<p>Spring 2015: FTF- Panel discussion presented by Walmart workers and activists for minimum wage reinforced concept of globalization. All students listened to 4 audio recordings T-shirt Project from NPR’s Planet Money. OL students posted on Discussion Board and FTF submitted short summaries of each episode. Discussion in class for 10 points participation grade. Full participation in both classes in this activity.</p> <p>Fall 2014: All students listened to 4 audio recordings T-shirt Project from NPR’s Planet Money. OL students posted on Discussion Board and FTF submitted short summaries of each episode. Discussion in class for 10 points participation grade. Full participation in both classes in this activity.</p> <p>Spring 2014: All students listened to 4 audio recordings T-shirt Project from NPR’s Planet Money. OL students posted on Discussion Board and FTF submitted short summaries of each episode. Discussion in class for 10 points participation grade. Full participation in both classes in this activity.</p> <p>Spring 2013: 17 students participated in an online discussion focused on the specifics of the 1990s “new</p>	<p>Spring 2015: Continue to readjust reading assignments throughout course to allow more time at the end for teaching of globalization.</p> <p>Fall 2014: Shortening of overall reading assignments will leave more time at the end of the class for discussion of global capitalism. This is a great assignment but it is too rushed and feels crammed into the end of the course.</p> <p>Spring 2014: Recordings are a good way to demonstrate the concept of globalization by tracking the manufacture of one product.</p> <p>Spring 2013: Required and graded participation of the Discussion Board provides a strong platform for student involvement. Instructor input</p>

				<p>economy” and its impact on global labor. Students were required to post their own answer to prompt and to respond /interact with two other students.</p> <p>Fall 2012: Students participated in an online discussion focused on the causes and global implications of the December, 2012 L.A. Port Strike. 26/32 students participating with average grade of “B” for the discussion.</p>	<p>is limited to insuring focus on topic. Students appreciate opportunity to discuss with peers.</p> <p>Fall 2012: Students found the relevance of the topic very engaging. More “hands-on” interaction by the instructor is needed to keep everyone on track and focused on the larger issue of global capitalism outlined in the text.</p>
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