### Course SLO Assessment Report - 4-Column

#### El Camino College

**El Camino: Course SLOs (BSS) - History**

<table>
<thead>
<tr>
<th>Course SLOs</th>
<th>Assessment Methods &amp; Standard and Target for Success / Tasks</th>
<th>Results</th>
<th>Action &amp; Follow-Up</th>
</tr>
</thead>
<tbody>
<tr>
<td>HIST 140 - History of Early Civilizations - SLO #1 Developing and Arguing a Persuasive Historical Thesis - Upon completion of History of Early Civilizations, students will be able to develop and persuasively argue a historical thesis in a written assignment that identifies and explains major social, economic, political and/or cultural historical themes or patterns in the history of Early Civilizations and apply appropriate historical methods to analyze and use primary and/or secondary sources as evidence to support the thesis. (Created By El Camino: Course SLOs (BSS) - History)</td>
<td><strong>Assessment Method Description:</strong> Students will write a college level in-class essay examination that requires knowledge of the subject matter and the ability to organize this knowledge into a coherent set of arguments. The essay will require that students include a thesis, a solid body of analysis and evidence, effective argumentation and organization and a firm conclusion based on what has been written. <strong>Assessment Method:</strong> Essay/Written Assignment <strong>Standard and Target for Success:</strong> Based on a rubric it is expected that 60% of students will score 7 or above on this SLO. <strong>Related Documents:</strong> 140EssayQuestion.pdf EssayExamRubric.pdf</td>
<td><strong>60/12/2014 - The two areas of assessment in which students scored lowest were the development of a thesis (average of 1.4 out of 4) and effectively addressing historical content (2.1 out of 4). This, I believe from my discussions with students, is attributed to the lack of preparation they are receiving in historical knowledge construction at the high school level. This in turn creates what can be described as a “bottleneck” in epistemological and procedural methods associated with the study of world history at the college level as shown by the assessment measure.</strong> <strong>Standard Met? :</strong> Yes <strong>Semester and Year Assessment Conducted:</strong> 2013-14 (Spring 2014) <strong>Faculty Assessment Leader:</strong> Jason R. Suárez <strong>Faculty Contributing to Assessment:</strong> Jason R. Suárez <strong>Related Documents:</strong> ConceptMapTopic1.pdf EssayExamRubric.pdf 140EssayQuestion.pdf</td>
<td><strong>06/19/2015 - Concept maps for each topic covered in the course will be given to students with the aim of assisting them in organizing, representing and connecting course content. The concept maps will also serve as a study guide for the essay examinations by allowing students to visually see the relationship between key historical processes. Through the inclusion of concept maps, it is my hope that students will improve in their ability to address historical content in their essay examinations. The concept maps will also be used to discuss and practice thesis construction. Since concept maps have a hierarchical construction, students practice generating an inclusive statement, or thesis, of what the map’s content seeks to achieve.</strong> <strong>Action Category:</strong> Teaching Strategies</td>
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| HIST 143 - Twentieth Century World History - SLO #1 Developing and Arguing a Persuasive Historical Thesis - Upon completion of Twentieth Century World History, students will be able to develop and persuasively argue a historical thesis in a written assignment that identifies and explains major social, economic, political and/or cultural historical themes or patterns in twentieth century world history and apply appropriate historical methods to analyze and use primary and/or secondary sources as evidence to support the thesis. (Created By El Camino: Course SLOs (BSS) - History) | **Assessment Method Description:** Students were assigned a take home written Final Exam of 4 to 5 pages in length. The exam was comprised of a series of questions requiring students to develop an independent thesis and to present an in-depth argument based on a critical assessment of course material. Prior to writing the exam, students were given a handout with detailed instructions for writing analytical essays which was discussed in class along with an explanation of the exam questions. Students were also encouraged to discuss their outlines with the instructor and work with a tutor at the Writing Center. **Assessment Method:** Essay/Written Assignment **Standard and Target for Success:** Assessment Rubric is attached. It is expected that 80% of students will score 2.0 | **08/20/2014 - Final Exam results:** Thesis = average score 2.25 with 80% of students achieving 2.0 or better Organization & Argumentation = average score 2.4 with 80% achieving 2.0 or better Sources and Evidence = average score 2.5 with 83% achieving 2.0 or better Total average score 2.4 with 81% of students achieving 2.0 or better | **01/20/2015 - While the target has been met it’s important to continue to strive**

### Program/College Support

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<thead>
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</tr>
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</tr>
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<td><strong>01/20/2015 - History courses properly taught are writing intensive, thus ideally class size should be reduced to 30 to 35 students so that instructors can provide students with more individual attention and opportunity to practice their skills. Students can also greatly benefit from having access to specially trained tutors who can guide a student’s thought process in analyzing course materials, creating thesis statements and organizing effective arguments.</strong></td>
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### Teaching Strategies

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**El Camino: Course SLOs (BSS) - History**

**Course SLO Assessment Cycle:** 2013-14 (Spring 2014)

**Input Date:** 12/12/2013

**Course SLO Status:** Active

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**Related Documents:**

- 140EssayQuestion.pdf
- EssayExamRubric.pdf
- ConceptMapTopic1.pdf
- EssayExamRubric.pdf
- 140EssayQuestion.pdf

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### Course SLOs

El Camino: Course SLOs (BSS) - History - ECC: HIST 152 - History of Latin America Through Independence - SLO #1 Developing and Arguing a Persuasive Historical Thesis - Upon completion of History of Latin America through Independence, students will be able to develop and persuasively argue a historical thesis in a written assignment that identifies and explains major social, economic, political and/or cultural historical themes or patterns in the history of Latin America through independence and apply appropriate historical methods to analyze and use primary and/or secondary sources as evidence to support the thesis. (Created By El Camino: Course SLOs (BSS) - History)

**Course SLO Assessment Cycle:**
2013-14 (Spring 2014)

**Input Date:**
12/12/2013

**Course SLO Status:**
Active

### Assessment Methods & Standard and Target for Success / Tasks

**Assessment Method Description:**
Concentrating on Chapter 2, 3, 4, or 5 of the book No More, No More: Slavery and Cultural Resistance in Havana and New Orleans:
1) Identify and re-state the author’s thesis statement of one specific chapter.
2) Describe and detail at least three specific examples of control and resistance that the author uses to support the thesis statement in that chapter.
3) Answer the question, “Did the book effectively support the thesis statement of that chapter?” If you believe that the book did effectively support the thesis statement give your analysis of the most compelling evidence. If you believe that the book did not support the thesis statement, give your analysis of the most compelling shortcoming of the argument.

**Assessment Method:**
Essay/Written Assignment

**Standard and Target for Success:**
It is expected that 80% of the students will score a passing grade on this assignment.

**Standards Rubric**
- 4 = Excellent
- 3 = Good
- 2 = Satisfactory

### Results

**Faculty Assessment Leader:**
Jason Suarez

**Faculty Contributing to Assessment:**
Florence M. Baker

**Related Documents:**
Standards Rubric.docx

**Action Category:**
Teaching Strategies

09/17/2014 - 36 out of the 44 students or 81.8% of the students did successfully fulfill the requirements of the assignment. The interesting reality of the assignment was that all but one of the students who turned in the assignment got credit. The real question is why didn’t 20% of the students complete the assignment.

**Standard Met?**
Yes

**Semester and Year Assessment Conducted:**
2013-14 (Spring 2014)

**Faculty Assessment Leader:**
Daniel Walker

**Faculty Contributing to Assessment:**
Daniel Walker

12/12/2014 - I need to spend additional class time explaining the requirements of the assignment. I also need to make sure to put a reserve copy of the book in the library as I know that a large number of the students who did not complete the assignment never purchased the book.

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<td>1 = Less than Satisfactory</td>
<td>0 = Fail</td>
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<td>Thesis: Thesis fully, clearly and accurately explains the central argument and is presented early in the written assignment.</td>
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<td>Organization and Argumentation: Introduction explains the pertinent historical context and states the thesis. Paragraphs are organized in a logical way that supports the thesis, either chronologically or topically. Each paragraph fully discusses one main idea (stated in the topic sentence) that helps argue the thesis.</td>
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<td>Historical Content: All appropriate historical time periods and topics are thoroughly and accurately incorporated into the thesis and the argument throughout the written assignment.</td>
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<td>Sources and Evidence: The student makes effective and accurate use of appropriate and well-selected (when applicable) primary and/or secondary sources in order to prove the thesis and central arguments.</td>
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