

Course SLO Assessment Report - 4-Column  
 El Camino College  
 El Camino: Course SLOs (BSS) - History

Course SLOs	Assessment Methods & Standard and Target for Success / Tasks	Results	Action & Follow-Up
<p>El Camino: Course SLOs (BSS) - History - ECC: ASTU 7 - Hist of American Popular Cultr - SLO #1 Original Arguments - In a written assignment, oral presentation or creative work, students will apply interdisciplinary methodologies to develop an original arguments about American popular culture, and students will use those methods to prove the validity of their interpretation. (Created By El Camino: Course SLOs (BSS) - History)</p> <p><b>Course SLO Assessment Cycle:</b> 2016-17 (Spring 2017)</p> <p><b>Input Date:</b> 12/12/2013</p> <p><b>Course SLO Status:</b> Active</p>	<p><b>Assessment Method Description:</b> “Vindication of the Rights of Woman”10 page essay</p> <p><b>Assessment Method:</b> Essay/Written Assignment</p> <p><b>Standard and Target for Success:</b> *It is expected that 50% of students will score a 3 or above on this SLO.</p> <p><b>Standards Rubric</b> 4 = Excellent 3 = Good 2 = Satisfactory 1 = Less than Satisfactory 0 = Fail</p> <p>Thesis: Thesis fully, clearly and accurately explains the central argument and is presented early in the written assignment.                      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.                      Historical Content: All appropriate historical time periods and topics are thoroughly and accurately incorporated into the thesis and the argument throughout the written assignment.                      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.</p> <p><b>Related Documents:</b> <a href="#">BrownASTU7.pdf</a></p>	<p>05/14/2013 - Thesis = 2.85</p> <p>Organization and Argumentation = 2.8</p> <p>Historical Content = 2.6</p> <p>Sources and Evidence = 2.65</p> <p><b>Standard Met? :</b> No</p> <p><b>Semester and Year Assessment Conducted:</b> 2012-13 (Spring 2013)</p> <p><b>Faculty Assessment Leader:</b> Jason Suarez</p> <p><b>Faculty Contributing to Assessment:</b> Maria Brown</p>	<p>05/22/2014 - The implications of the data suggests that further instruction on content description and source citation in essay writing needs to be further explored and addressed. To help my students improve in this area, I am considering dedicating some more class time to historical analysis and source citation. I am also considering constructing a series of online modules that will re-enforce writing principles in history. I feel it is equally important to infuse into my classroom student services that will aid my students in being successful. The writing center would be a logical contact for me to pursue and for my student to use when writing papers. Perhaps as a department, we can also explore the possibility of creating a one unit supplemental skills course in historical methodology and writing. Student's would enroll in this course when taking their first history class to receive additional training on the skill sets necessary for success in history courses.</p> <hr/> <p><b>Action Category:</b> Teaching Strategies</p> <hr/> <p>05/22/2014 - Upon analyzing the data collected from the essay examination it s clear that students seem to once again have the most difficulty with addressing historical content and evidence in their writing. Perhaps this is a result a lack of training in historical thinking and effective essay writing at the pre-college level. Other possibilities may include the applicative nature of the course's subject matter and its interdisciplinary approach.</p> <hr/> <p><b>Action Category:</b> Curriculum Changes</p>

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<p>El Camino: Course SLOs (BSS) - History - ECC: ESTU 1 - Introduction to Ethnic Studies - SLO #1 Developing and Arguing a Persuasive Historical Thesis - Upon completion of Introduction to Ethnic Studies, students will be able to develop and persuasively argue a thesis in a written assignment that applies interdisciplinary theoretical frameworks to analyze socioeconomic and political factors that confront ethnic minorities as they interact in American society. (Created By El Camino: Course SLOs (BSS) - History)</p> <p><b>Course SLO Assessment Cycle:</b> 2016-17 (Spring 2017)</p> <p><b>Input Date:</b> 12/12/2013</p> <p><b>Course SLO Status:</b> Active</p>	<p><b>Assessment Method Description:</b> Midterm Examination: In your in-class essay please define and analyze the major theoretical concepts which result in the creation and consequences of minority-group status in American mainstream society. Also, define and discuss the significance of race in America and its impact on minority groups. Make sure you follow the essay format provided in last week's prompt essay.</p> <p><b>Assessment Method:</b> Essay/Written Assignment</p> <p><b>Standard and Target for Success:</b> The rubric used was based on Spring 2013 Slo essay examination rubric. The scoring system in based on 4 point scale. For example, (4) Above Standards, (3) Meets Standards, (2) Approaching Standards (1) Needs Improvement. Students were assessed according to their thesis, organization and argumentation, historical content, sources and evidence.</p>	<p>02/06/2014 - The results of the assessment reveal that the students had success in the midterm. For instance, overall the Thesis data was 3.48 which represent a very high B. Organization and Argumentation was at 3.24, Historical Content was 3.08 and Sources and Evidence was 3.12. Overall the student average was 3.23. The patterns observed in the data show consistency in student success. Yet, students needed more assistance in incorporation historical content and sources and evidence in their essay.</p> <p><b>Standard Met? :</b> Yes</p> <p><b>Semester and Year Assessment Conducted:</b> 2013-14 (Fall 2013)</p> <p><b>Faculty Assessment Leader:</b> Jason Suarez</p> <p><b>Faculty Contributing to Assessment:</b> Jose Arrieta</p> <p><b>Related Documents:</b> <a href="#">Standards Rubric (2) Hist 162.doc</a></p>	<p>05/16/2014 - Seek instructors input in Slo</p> <p><b>Action Category:</b> SLO Assessment Process</p> <hr/> <p>05/16/2014 - Provide more sample templates of prior Slo's</p> <p><b>Action Category:</b> Program/College Support</p> <hr/> <p>05/16/2014 - Make the PowerPoint presentations available for students online via Team sites or Etudes</p> <p><b>Action Category:</b> Teaching Strategies</p>
<p>El Camino: Course SLOs (BSS) - History - ECC: HIST 105 - Women and American History from the Colonial Era to 1877 - SLO #1 Developing and Arguing a Persuasive Historical Thesis - Upon completion of Women and American History from the Colonial Era to 1877, 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 American women's history to 1877 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)</p> <p><b>Course SLO Assessment Cycle:</b> 2015-16 (Spring 2016)</p> <p><b>Input Date:</b> 12/12/2013</p> <p><b>Course SLO Status:</b> Active</p>	<p><b>Assessment Method Description:</b> "Vindication of the Rights of Woman" 10-12 page essay.</p> <p><b>Assessment Method:</b> Essay/Written Assignment</p> <p><b>Standard and Target for Success:</b> It is expected that 50% of students will score a 3 or above on this SLO.</p> <p><b>Related Documents:</b> <a href="#">105MariaBrown.pdf</a></p>	<p>02/25/2014 - The overall class average for this assessment was 3.18. Broken down into more detail, 72% of the student assessed scored a 3 or higher in the Essay/Written Assignment assessment. The area of the course SLO assessment that averaged the lowest in this assessment was the application of appropriate historical methods to analyze and use primary and/or secondary sources as evidence to support the thesis. 31% of the students assessed scored less than a 3. The second lowest area of the course SLO assessment was the essay's content. 28% of the students scored less than a 3. This was to be expected due to the relation between source analysis and content.</p> <p><b>Standard Met? :</b> Yes</p> <p><b>Semester and Year Assessment Conducted:</b> 2013-14 (Fall 2013)</p> <p><b>Faculty Assessment Leader:</b> Jason Suarez</p> <p><b>Faculty Contributing to Assessment:</b> Maria Brown</p>	<p>02/25/2015 - The study of history requires students to be active readers and effective writers. More and more we are finding from English assessment that students are entering El Camino College with below college level reading and writing. One of the ways additional emphasis can be placed on what students are already learning in their English classes about effective essay writing is to provide additional class instruction tailored on how to effectively construct an effective history essay. Making this information available online will grant students the opportunity to revisit effective essay writing suggestions as needed. Along with additional or supplemental class instruction, sample essays that students can read and model will be provided.</p> <p><b>Action Category:</b> Teaching Strategies</p>
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			<p>offers. Of great value to students taking a history class is the Learning Resource Center which offers English tutoring. Making students aware of these services at the beginning of the semester will be done through class announcements or having a guest from the Learning Resource Center visit the class.</p> <p><b>Action Category:</b> Program/College Support</p>
<p>El Camino: Course SLOs (BSS) - History - ECC: HIST 162 - History of Early Britain - SLO #1 Developing and Arguing a Persuasive Historical Thesis - Upon completion of History of Early Britain, 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 early British 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)</p> <p><b>Course SLO Assessment Cycle:</b> 2014-15 (Fall 2014)</p> <p><b>Input Date:</b> 12/12/2013</p> <p><b>Course SLO Status:</b> Active</p>	<p><b>Assessment Method Description:</b> Students were assigned a take home written Midterm Exam of 4 to 5 pages in length. The exam was comprised of a series of questions requiring the 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; in addition, students were encouraged to discuss their outlines with the instructor and work with a tutor at the Writing Center.</p> <p><b>Assessment Method:</b> Exam/Test/Quiz</p> <p><b>Standard and Target for Success:</b> Assessment Rubric is attached. It is expected 80% of students will score 2.0 or above on this SLO.</p>	<p>11/15/2013 - Midterm Exam results: Thesis = 2.0 with 63% of students achieving 2.0 or better Organization and Argumentation = 1.8 with 68% of students achieving 2.0 or better Historical Content = 2.4 with 88% of students achieving 2.0 or better Sources and Evidence = 2.2 with 82% of students achieving 2.0 or better Total: 2.1 with 74% of students achieving 2.0 or above.</p> <p>The results show that students have difficulty in composing thesis statements. Since the thesis statement provides the framework for organization and argument it's to be expected that this aspect of the exam was also weak. Students did a good job on identifying sources and evidence relevant to the questions contributing to a good level of success in these categories.</p> <p><b>Standard Met? :</b> No</p> <p><b>Semester and Year Assessment Conducted:</b> 2013-14 (Fall 2013)</p> <p><b>Faculty Assessment Leader:</b> Jason Suarez</p> <p><b>Faculty Contributing to Assessment:</b> Dr. Florence Baker</p> <p><b>Related Documents:</b> <a href="#">Standards Rubric (2) Hist 162.doc</a></p>	<p>01/30/2015 - History courses properly taught are writing intensive, thus ideally class sizes should be reduced to 30 or 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 creating thesis statements and organizing effective arguments.</p> <p><b>Action Category:</b> Program/College Support</p> <p>01/30/2015 - Members of the History Department have repeatedly discussed the need to hire and train tutors to work with History students in developing skills related to historical thinking and argument. This is an effort that should be collectively taken by members of the History Department.</p> <p><b>Action Category:</b> Program/College Support</p> <p>01/30/2015 - This was the first exam assignment requiring the writing and supporting of thesis statements. After the exam was returned, exams were reviewed with students focusing primarily on thesis statements and organizing arguments. Students who achieved a grade below a C were given the opportunity to rewrite</p>

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			<p>their exams only after reviewing with me their outlines showing thesis statements and plan of argument along with supporting evidence. Many students are only beginning to learn how to answer questions that require an independent analysis of course material rather than memorization and repetition, and the transition to thinking critically about course material is challenging. More opportunity to practice analytical writing and more one-on-one tutoring is needed to guide students in developing college level skills.</p> <p><b>Action Category:</b> Teaching Strategies</p>
<p>El Camino: Course SLOs (BSS) - History - ECC: HIST 175 - Hist Asian Civilizations-1600 - SLO #1 Developing and Arguing a Persuasive Historical Thesis - Upon completion of History of Asian Civilizations to 1600, 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 Asian history to 1600 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)</p> <p><b>Course SLO Assessment Cycle:</b> 2016-17 (Fall 2016)</p> <p><b>Input Date:</b> 12/12/2013</p> <p><b>Course SLO Status:</b> Active</p>	<p><b>Assessment Method Description:</b> Assessment will evaluate how well students are able to critically think about information found in a primary source document and what information can be discerned concerning social, political, economic, and issues concerning interregional contact in diverse Asian civilizations.</p> <p><b>Assessment Method:</b> Essay/Written Assignment</p> <p><b>Standard and Target for Success:</b> Based on Percentages “It is expected that 85% of students will score 75% or above on this SLO. Based on Rubric “It is expected that X% of students will score 4 or above on this SLO.” 4 = Excellent 3 = Good 2 = Satisfactory 1 = Less than Satisfactory 0 = Fail</p> <p>Argument/Thesis: Thesis fully, clearly and accurately explains the central argument and is presented early in the written assignment.</p> <p>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.</p>	<p>02/04/2014 - Thesis = 3.25</p> <p>Organization and Argumentation = 3.137</p> <p>Historical Content = 3.138</p> <p>Sources and Evidence = 3.166</p> <p>Most students enrolled in History 175 are able to effectively analyze primary source documents following rudimentary/basic guidelines and organize their findings/arguments in a coherent short critical thinking essay. However, guidance in further expanding (alternative ways) to critically analyze sources i.e. along ethnic, cultural, socioeconomic, etc. lines might assist them in improving these skills and analyzing the primary documents more in-depth.</p> <p><b>Standard Met? :</b> Yes</p> <p><b>Semester and Year Assessment Conducted:</b> 2013-14 (Fall 2013)</p> <p><b>Faculty Assessment Leader:</b> Edgar Pacas</p> <p><b>Faculty Contributing to Assessment:</b> Edgar Pacas</p>	<p>01/30/2015 - Working with geography and statistics (so exposure to these would be helpful)</p> <p><b>Action Category:</b> Curriculum Changes</p> <p>01/30/2015 - Access to databases that have a more extensive collection of ancient-modern primary source documents/translations</p> <p><b>Action Category:</b> Program/College Support</p> <p>01/30/2015 - Earlier exposure to primary source/critical thinking analysis</p> <p><b>Action Category:</b> Teaching Strategies</p>

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	<p>Historical Content: All appropriate historical time periods and topics are thoroughly and accurately incorporated into the thesis and the argument throughout the written assignment.</p> <p>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.</p> <hr/>		