

COURSE SLO ASSESSMENT 4-YEAR TIMELINE

Unit Name	Course SLO Assessment Cycle	Course ID	Course Name	Course SLO Title	Course SLO Statement
El Camino: Course SLOs (BSS) - History	2013-14 (Spring 2014)	ECC: HIST 112	History of the Chicano in the United States	SLO #1 Developing and Arguing a Persuasive Historical Thesis	Upon completion of History of the Chicano in the United States, 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 Chicano history and apply appropriate historical methods to analyze and use primary and/or secondary sources as evidence to support the thesis.
	2013-14 (Spring 2014)	ECC: HIST 122	United States Social History: Cultural Pluralism in America	SLO #1 Developing and Arguing a Persuasive Historical Thesis	Upon completion of United States Social History: Cultural Pluralism in America, 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 ethnic and racial minorities in the United States and apply appropriate historical methods to analyze and use primary and/or secondary sources as evidence to support the thesis.
	2013-14 (Spring 2014)	ECC: 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.
	2013-14 (Spring 2014)	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.
	2014-15 (Spring 2015)	ECC: HIST 101	U.S. History to 1877	SLO #1 Developing and Arguing a Persuasive Historical Thesis	Upon completion of United States History 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 United States history to 1877 and apply appropriate historical methods to analyze and use primary and/or secondary sources as evidence to support the thesis.
	2014-15 (Spring 2015)	ECC: HIST 106	Women and American History from 1877 to the Present	SLO #1 Developing and Arguing a Persuasive Historical Thesis	Upon completion of Women and American History from 1877 to the Present, 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 from 1877 to the present and

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	2014-15 (Spring 2015)	ECC: HIST 106	Women and American History from 1877 to the Present	SLO #1 Developing and Arguing a Persuasive Historical Thesis	apply appropriate historical methods to analyze and use primary and/or secondary sources as evidence to support the thesis.
	2014-15 (Spring 2015)	ECC: HIST 128	History of California	SLO #1 Developing and Arguing a Persuasive Historical Thesis	Upon completion of History of California, 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 California history and apply appropriate historical methods to analyze and use primary and/or secondary sources as evidence to support the thesis.
	2014-15 (Spring 2015)	ECC: 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.
	2014-15 (Spring 2015)	ECC: HIST 154	A History of Mexico	SLO #1 Developing and Arguing a Persuasive Historical Thesis	Upon completion of History of Mexico, 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 Mexican history and apply appropriate historical methods to analyze and use primary and/or secondary sources as evidence to support the thesis.
	2015-16 (Fall 2015)	ECC: HIST 102	U.S. History from 1877 to the Present	SLO #1 Developing and Arguing a Persuasive Historical Thesis	Upon completion of United States History 1877 to the present, 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 United States history from 1877 to the present and apply appropriate historical methods to analyze and use primary and/or secondary sources as evidence to support the thesis.
	2015-16 (Fall 2015)	ECC: HIST 108	U.S. History: The American Indian Experience	SLO #1 Developing and Arguing a Persuasive Historical Thesis	Upon completion of United States History: The American Indian Experience, 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 Indians history and apply appropriate historical methods to analyze and use primary and/or secondary sources as evidence to support the thesis.
	2015-16 (Fall 2015)	ECC: HIST 129	History of Los Angeles	SLO #1 Developing and Arguing a Persuasive Historical Thesis	Upon completion of History of Los Angeles, 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 Los Angeles history and apply appropriate historical methods to analyze and use primary and/or secondary sources as evidence to support the

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	2015-16 (Fall 2015)	ECC: HIST 129	History of Los Angeles	SLO #1 Developing and Arguing a Persuasive Historical Thesis	thesis.
	2015-16 (Fall 2015)	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.
	2015-16 (Spring 2016)	ECC: ESTU 5	Chicano Culture	SLO #1 Elements of the Chicano Cultural Experience	Upon completion of Chicano Culture, students will be able to describe the elements that make up a culture and how they apply to the Chicano cultural experience, making use of appropriate terminology and theoretical frameworks.
	2015-16 (Spring 2016)	ECC: ESTU 5	Chicano Culture	SLO #2 Examination of Components and Expressions of the Chicano Culture	Upon completion of Chicano Culture, students will be able to identify, critically examine and interpret components and expressions of Chicano culture found in language, values and belief systems, customs and rituals and the arts.
	2015-16 (Spring 2016)	ECC: ESTU 5	Chicano Culture	SLO #3 Historical Formation of the Chicano Culture	Upon completion of Chicano Culture, students will be able to explain and analyze the major historical factors that have contributed to the formation of Chicano culture.
	2015-16 (Spring 2016)	ECC: HIST 110	The African American in the United States to 1877	SLO #1 Developing and Arguing a Persuasive Historical Thesis	Upon completion of The African American in the United States 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 African Americans in history to 1877 and apply appropriate historical methods to analyze and use primary and/or secondary sources as evidence to support the thesis.
	2015-16 (Spring 2016)	ECC: HIST 145	History of World Religions	SLO #1 Developing and Arguing a Persuasive Historical Thesis	Upon completion of History of World Religions, 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 world religions and apply appropriate historical methods to analyze and use primary and/or secondary sources as evidence to support the thesis.
	2016-17 (Fall 2016)	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.

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	2016-17 (Fall 2016)	ECC: HIST 141	History of Modern Civilizations	SLO #1 Developing and Arguing a Persuasive Historical Thesis	Upon completion of History of Modern 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 Modern Civilizations and apply appropriate historical methods to analyze and use primary and/or secondary sources as evidence to support the thesis.
	2016-17 (Spring 2017)	ECC: ASTU 7	History of American Popular Culture	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.
	2016-17 (Spring 2017)	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.
	2016-17 (Spring 2017)	ECC: ESTU 5	Chicano Culture	SLO #1 Elements of the Chicano Cultural Experience	Upon completion of Chicano Culture, students will be able to describe the elements that make up a culture and how they apply to the Chicano cultural experience, making use of appropriate terminology and theoretical frameworks.
	2016-17 (Spring 2017)	ECC: ESTU 5	Chicano Culture	SLO #2 Examination of Components and Expressions of the Chicano Culture	Upon completion of Chicano Culture, students will be able to identify, critically examine and interpret components and expressions of Chicano culture found in language, values and belief systems, customs and rituals and the arts.
	2016-17 (Spring 2017)	ECC: ESTU 5	Chicano Culture	SLO #3 Historical Formation of the Chicano Culture	Upon completion of Chicano Culture, students will be able to explain and analyze the major historical factors that have contributed to the formation of Chicano culture.
	2016-17 (Spring 2017)	ECC: HIST 111	The African American in the United States from 1877 to the Present	SLO #1 Developing and Arguing a Persuasive Historical Thesis	Upon completion of The African American in the United States from 1877 to the Present, 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 African Americans in history from 1877 to the present and apply appropriate historical methods to analyze and use primary and/or secondary sources as evidence to support the thesis.
	2017-18 (Spring 2018)	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.
	2017-18 (Spring 2018)	ECC: ESTU 3	The Chicano in Contemporary United States Society	SLO #1 Concepts of Race and Ethnicity	Upon completion of Ethnic Studies 3, students will be able to develop and persuasively argue a thesis in a written assignment that applies interdisciplinary theoretical frameworks to analyze the

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	2017-18 (Spring 2018)	ECC: ESTU 3	The Chicano in Contemporary United States Society	SLO #1 Concepts of Race and Ethnicity	socioeconomic and political factors that confront Chicanos(as) as they interact in American society.
	2017-18 (Spring 2018)	ECC: 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.
	2017-18 (Spring 2018)	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.
	2018-19 (Fall 2018)	ECC: HIST 112	History of the Chicano in the United States	SLO #1 Developing and Arguing a Persuasive Historical Thesis	Upon completion of History of the Chicano in the United States, 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 Chicano history and apply appropriate historical methods to analyze and use primary and/or secondary sources as evidence to support the thesis.
	2018-19 (Fall 2018)	ECC: HIST 122	United States Social History: Cultural Pluralism in America	SLO #1 Developing and Arguing a Persuasive Historical Thesis	Upon completion of United States Social History: Cultural Pluralism in America, 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 ethnic and racial minorities in the United States and apply appropriate historical methods to analyze and use primary and/or secondary sources as evidence to support the thesis.
	2018-19 (Spring 2019)	ECC: HIST 101	U.S. History to 1877	SLO #1 Developing and Arguing a Persuasive Historical Thesis	Upon completion of United States History 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 United States history to 1877and apply appropriate historical methods to analyze and use primary and/or secondary sources as evidence to support the thesis.
	2018-19 (Spring 2019)	ECC: HIST 106	Women and American History from 1877 to the Present	SLO #1 Developing and Arguing a Persuasive Historical Thesis	Upon completion of Women and American History from 1877 to the Present, 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

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	2018-19 (Spring 2019)	ECC: HIST 106	Women and American History from 1877 to the Present	SLO #1 Developing and Arguing a Persuasive Historical Thesis	patterns in American women's history from 1877 to the present and apply appropriate historical methods to analyze and use primary and/or secondary sources as evidence to support the thesis.
	2018-19 (Spring 2019)	ECC: HIST 128	History of California	SLO #1 Developing and Arguing a Persuasive Historical Thesis	Upon completion of History of California, 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 California history and apply appropriate historical methods to analyze and use primary and/or secondary sources as evidence to support the thesis.
	2018-19 (Spring 2019)	ECC: HIST 154	A History of Mexico	SLO #1 Developing and Arguing a Persuasive Historical Thesis	Upon completion of History of Mexico, 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 Mexican history and apply appropriate historical methods to analyze and use primary and/or secondary sources as evidence to support the thesis.
	2019-20 (Fall 2019)	ECC: HIST 108	U.S. History: The American Indian Experience	SLO #1 Developing and Arguing a Persuasive Historical Thesis	Upon completion of United States History: The American Indian Experience, 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 Indians history and apply appropriate historical methods to analyze and use primary and/or secondary sources as evidence to support the thesis.
	2019-20 (Fall 2019)	ECC: HIST 129	History of Los Angeles	SLO #1 Developing and Arguing a Persuasive Historical Thesis	Upon completion of History of Los Angeles, 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 Los Angeles history and apply appropriate historical methods to analyze and use primary and/or secondary sources as evidence to support the thesis.
	2019-20 (Fall 2019)	ECC: HIST 145	History of World Religions	SLO #1 Developing and Arguing a Persuasive Historical Thesis	Upon completion of History of World Religions, 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 world religions and apply appropriate historical methods to analyze and use primary and/or secondary sources as evidence to support the thesis.
	2019-20 (Fall 2019)	ECC: HIST 183	Introduction to African History, Prehistory to 1885	SLO #1 Developing and Arguing a Persuasive Historical Thesis	Upon completion of Introduction to African History, Prehistory to 1885, 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 African history to 1885 and apply appropriate historical methods to analyze and use primary and/or secondary sources as

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	2019-20 (Fall 2019)	ECC: HIST 183	Introduction to African History, Prehistory to 1885	SLO #1 Developing and Arguing a Persuasive Historical Thesis	evidence to support the thesis.
	2019-20 (Fall 2019)	ECC: HIST 184	Introduction to African History, 1885 to the Present	SLO #1 Developing and Arguing a Persuasive Historical Thesis	Upon completion of Introduction to African History, 1855 to the Present, 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 African history since 1855 and apply appropriate historical methods to analyze and use primary and/or secondary sources as evidence to support the thesis.
	2019-20 (Spring 2020)	ECC: ESTU 5	Chicano Culture	SLO #1 Elements of the Chicano Cultural Experience	Upon completion of Chicano Culture, students will be able to describe the elements that make up a culture and how they apply to the Chicano cultural experience, making use of appropriate terminology and theoretical frameworks.
	2019-20 (Spring 2020)	ECC: ESTU 5	Chicano Culture	SLO #2 Examination of Components and Expressions of the Chicano Culture	Upon completion of Chicano Culture, students will be able to identify, critically examine and interpret components and expressions of Chicano culture found in language, values and belief systems, customs and rituals and the arts.
	2019-20 (Spring 2020)	ECC: ESTU 5	Chicano Culture	SLO #3 Historical Formation of the Chicano Culture	Upon completion of Chicano Culture, students will be able to explain and analyze the major historical factors that have contributed to the formation of Chicano culture.
	2019-20 (Spring 2020)	ECC: HIST 102	U.S. History from 1877 to the Present	SLO #1 Developing and Arguing a Persuasive Historical Thesis	Upon completion of United States History 1877 to the present, 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 United States history from 1877 to the present and apply appropriate historical methods to analyze and use primary and/or secondary sources as evidence to support the thesis.
	2019-20 (Spring 2020)	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.
	2019-20 (Spring 2020)	ECC: HIST 110	The African American in the United States to 1877	SLO #1 Developing and Arguing a Persuasive Historical Thesis	Upon completion of The African American in the United States 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 African Americans in history to 1877 and apply appropriate historical methods to analyze and use primary and/or secondary sources as evidence to support the thesis.

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	2019-20 (Spring 2020)	ECC: HIST 176	History of Asian Civilizations from 1600 to the Present	SLO #1 Developing and Arguing a Persuasive Historical Thesis	Upon completion of History of Asian Civilizations from 1600 to the present, 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 from 1600 to the present and apply appropriate historical methods to analyze and use primary and/or secondary sources as evidence to support the thesis.
	2020-21 (Fall 2020)	ECC: HIST 141	History of Modern Civilizations	SLO #1 Developing and Arguing a Persuasive Historical Thesis	Upon completion of History of Modern 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 Modern Civilizations and apply appropriate historical methods to analyze and use primary and/or secondary sources as evidence to support the thesis.
	2020-21 (Fall 2020)	ECC: HIST 183	Introduction to African History, Prehistory to 1885	SLO #1 Developing and Arguing a Persuasive Historical Thesis	Upon completion of Introduction to African History, Prehistory to 1885, 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 African history to 1885 and apply appropriate historical methods to analyze and use primary and/or secondary sources as evidence to support the thesis.
	2020-21 (Fall 2020)	ECC: HIST 184	Introduction to African History, 1885 to the Present	SLO #1 Developing and Arguing a Persuasive Historical Thesis	Upon completion of Introduction to African History, 1855 to the Present, 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 African history since 1855 and apply appropriate historical methods to analyze and use primary and/or secondary sources as evidence to support the thesis.
	2020-21 (Spring 2021)	ECC: ASTU 7	History of American Popular Culture	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.