### 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.	Spring 2015 Timeline 73% or 34/46 of student took the assessment. 94% or 32/34 students scored a "C" or better.  Fall 2014 89% (31 students out of 35) students scored a "C" or better on assessment.	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.  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 <sup>th</sup> and 20 <sup>th</sup> 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.	Spring 2015 Final Exam 77% or 21/27 students scored a "C" or better on the exam.	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.
				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 the19th and	75% of students will demonstrate a "C" level competence on an in-class essay.	Spring 2015 Writing Assignment #2 82% or 24/29 students scored a "C" or higher on the assignment.	Spring 2015 The objective was met. Lectures will be revised to include more discussion on the Cold War. Fall 2014

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

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	<b>Course Intended Outcomes</b>	Means of Assessment and	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.	Criteria for Success  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,	1	2. Evaluate the influence of industrialization and urbanization on 19 <sup>th</sup> and 20 <sup>th</sup> 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 19th and 20 <sup>th</sup> centuries.	75% of students will demonstrate a "C" level competence on an inclass 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 in the Americas in the 19 <sup>th</sup> and 20 <sup>th</sup> 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	Course Intended Outcomes	Means of Assessment and Criteria for Success	Summary of Data Collected	Use of Results
Learning Outcomes 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.	68% (17 of 25) students received a "C" or higher	-To enhance student analytical skills
		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 <sup>th</sup> and 20 <sup>th</sup> 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		
1	4. Define the major policies that have defined global and hemispheric relations for Latin America and the U.S. in the 20 <sup>th</sup> century.	and South America.  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 <sup>th</sup> and 20 <sup>th</sup> 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 <sup>th</sup>	essays evaluating primary sources	
	century.	chronicling reform activism. To be	
		scored with a departmental rubric.	
1 (2)	7. Formulate a chronology of the	90% of students will construct a	
	political, economic, and social	historical timeline detailing Latin	
	developments of Latin America	American and U.S. political, economic,	
	and the United States in the 20 <sup>th</sup>	and social developments.	
	century.		
1 (3)	8. Locate the major geographical	90% of students will correctly complete	
	formations (mountains, rivers) as	a map of the Western Hemisphere.	
	well as nations and major cities in		
	Central and South America.		

# Fall 2013

Fall 2013	G 14 110 /	34 64 / 304	C CD CD C	TI OT L
Institutional	Course Intended Outcomes	Means of Assessment and Criteria	Summary of Data Collected	Use of Results
Learning Outcomes	1 Camana and a second dis	for Success		
1 (2)	1. Compare and contrast the	80% of students will demonstrate a "C"		
	independence movements in Latin	level competence in a 500 word essay		
	America and the U.S. and explain	comparing the revolutionary and		
	the implications of these	constitutional phases of development in		
	movements for constitutional	one Latin American country with that		
	government in these societies.	of the U.S.		
1 (2, 4)	2. Examine the role of religion in	80% of students will demonstrate a "C"		
	North and Latin American	level competence in a 300 word essay		
	development.	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 <sup>th</sup>	75% of students will score 80% or		
_	and 20 <sup>th</sup> century industrialization	better on 10 common multiple choice		
	and urbanization on Latin	questions embedded in test or quizzes		
	American and U.S. society.	throughout the semester.		
	Timerican and C.S. Society.	un oughout 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	75% of students will score 80% or		
1	have defined global and	better on 10 common terms (defined		
	hemispheric relations for Latin	and explained) embedded in test and		
	America and the U.S. in the 20 <sup>th</sup>	quizzes throughout the semester.		
		quizzes unoughout the semester.		
1	century.	75% of students will score 80% or		
1	5. Clarify the experience of three Latin American countries in terms	better on 10 common multiple choice		
	of their relationship with the U.S. in the 19 <sup>th</sup> and 20 <sup>th</sup> centuries,	questions embedded in test or quizzes		
		throughout the semester.		
	including major personalities and			
	events.	000/ 0 - 1 - 31 1		
3 (1, 2)	6. Assess the major reform	80% of students will demonstrate a "C"		
	movements in the U.S., Mexico,	level competence in two 200 word		

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

## 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:
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Reviewed by: <u>June 2013</u>

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

### 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: <u>December 2012</u>

Institutional Learning Outcomes	<b>Course Intended Outcomes</b>	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.	FALL 2012 94% (33 of 35) students received a "C" or higher	FALL 2012 N/A
1	3. Clarify the influence of 19 <sup>th</sup> and 20 <sup>th</sup> 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.	FALL 2012 86% (30 of 35) students received a "C" or higher	FALL 2012 N/A

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

### 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

<b>Program Contact Person:</b>		<b>Phone:</b>	
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Reviewed by: Date: <u>June 2012</u>

Attach additional pages as necessary.

Institutional	<b>Course Intended Outcomes</b>	Means of Assessment and Criteria	Summary of Data Collected	Use of Results
Learning Outcomes		for Success		
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 <sup>th</sup> and 20 <sup>th</sup> 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 <sup>th</sup> 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 <sup>th</sup> and 20 <sup>th</sup> 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	80% of students will demonstrate a "C"	
	movements in the U.S., Mexico,	level competence in two 200 word	
	Brazil, and Argentina in the 20 <sup>th</sup>	essays evaluating primary sources	
	century.	chronicling reform activism. To be	
		scored with a departmental rubric.	
1 (2)	7. Formulate a chronology of the	90% of students will construct a	
	political, economic, and social	historical timeline detailing Latin	
	developments of Latin America	American and U.S. political, economic,	
	and the United States in the 20 <sup>th</sup>	and social developments.	
	century.	•	
1 (3)	8. Locate the major geographical	90% of students will correctly complete	
	formations (mountains, rivers) as	a map of the Western Hemisphere.	
	well as nations and major cities in		
	Central and South America.		

#### 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: Lora Lane, SLO Coordinator Date: <u>December 2011</u>

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)	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 <sup>th</sup> and 20 <sup>th</sup> 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 <sup>th</sup> 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 <sup>th</sup> and 20 <sup>th</sup> 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 <sup>th</sup> 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 <sup>th</sup> 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.	