

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

Division: Social and Behavioral Sciences

Discipline/Program: History

Course Number and Name: HISTORY 042 The African-American in the History of the U.S. II

Program Contact Person: Ellen Joiner _____ **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
2	1	1. Formulate a chronology of important events in U.S. African-American History including major Supreme Court decisions affecting civil rights in the 19 th and 20 th centuries.	Students will organize a timeline of major events in African-American History. 75% of students will score a "C" or higher.	<p>Spring 2015</p> <p>17 questions both multiple choice and short answer pertain to the chronology of event in Black History. 4 out of 5 students scored a "C" or higher on the exams</p> <p>Fall 2014</p> <p>Course not taught</p>	<p>Spring 2015</p> <p><u>B. Lawson</u> I will continue to focus on the chronological events of Black History</p> <p>Fall 2014</p> <p>Course not taught</p>
2	5	2. Identify individuals and organizations that have contributed to African-American History.	75% of students will score a "C" or higher on 10 matching terms to be administered in the final exam.	<p>Spring 2015</p> <p>14 questions were about individuals and organizations in African American History. 4 out of 5 students scored a "C" or higher on the final exam</p> <p>Fall 2014</p> <p>Course not taught</p>	<p>Spring 2015</p> <p><u>B. Lawson</u> I will continue to emphasize how various organizations contributed to African American History</p> <p>Fall 2014</p> <p>Course not taught</p>

1	1	3. 4. Clarify the creation of social, economic, and political coalitions (Populists, Progressives, New Dealers, Democratic & Progressive Parties) and their impact on African-American History.	75% of students will score a "C" or higher on 5 multiple choice questions correctly identify significant coalitions to be administered in the final exam.	<p>Spring 2015</p> <p>5 questions focused on the coalitions that would impact African American History. 4 out of 5 students scored a "C" or higher on the exams</p> <p>Fall 2014</p> <p>Course not taught</p>	<p>Spring 2015</p> <p>B. Lawson The goal was achieved</p> <p>Fall 2014</p> <p>Course not taught</p>
2	3	4. Assess the role of African-American labor in the industrial and post-industrial economy.	75% of students will score a "C" or higher on evaluation of the influence of race within the labor movement with 10 multiple choice questions administered in the final exam.	<p>Spring 2015</p> <p>3 questions emphasized the African American labor force. 4 out of 5 students scored a "C" or higher on the exams</p> <p>Fall 2014</p> <p>Course not taught</p>	<p>Spring 2015</p> <p><u>B. Lawson</u> I will spend the next semester discussing the importance of African American labor in the industrial and post industrial economy</p> <p>Fall 2014</p> <p>Course not taught</p>

Fall 2014

ILO	PLO	Course Intended Outcomes	Means of Assessment and Criteria for Success	Summary of Data Collected	Use of Results
2	1	1. Formulate a chronology of important events in U.S. African- American History including major Supreme Court decisions affecting civil rights in the 19 th and 20 th centuries.	Students will organize a timeline of major events in African- American History. 75% of students will score a "C" or higher.	Course not taught in Fall 2014	Course not taught in Fall 2014
2	5	2. Identify individuals and organizations that have contributed to African-American History.	75% of students will score a "C" or higher on 10 matching terms to be administered in the final exam.	Course not taught in Fall 2014	Course not taught in Fall 2014
1	1	3. 4. Clarify the creation of social, economic, and political coalitions (Populists, Progressives, New Dealers, Democratic & Progressive Parties) and their impact on African-American History.	75% of students will score a "C" or higher on 5 multiple choice questions correctly identify significant coalitions to be administered in the final exam.	Course not taught in Fall 2014	Course not taught in Fall 2014
2	3	4. Assess the role of African-American labor in the industrial and post-industrial economy.	75% of students will score a "C" or higher on evaluation of the influence of race within the labor movement with 10 multiple choice questions administered in the final exam.	Course not taught in Fall 2014	Course not taught in Fall 2014

Spring 2014

ILO	PLO	Course Intended Outcomes	Means of Assessment and Criteria for Success	Summary of Data Collected	Use of Results
2	1	1. Formulate a chronology of important events in U.S. African- American History including major Supreme Court decisions affecting civil rights in the 19 th and 20 th centuries.	Students will organize a timeline of major events in African- American History. 75% of students will score a "C" or higher.		
2	5	2. Identify individuals and organizations that have contributed to African-American History.	75% of students will score a "C" or higher on 10 matching terms to be administered in the final exam.		
1	1	3. 4. Clarify the creation of social, economic, and political coalitions (Populists, Progressives,	75% of students will score a "C" or higher on 5 multiple		

		New Dealers, Democratic & Progressive Parties) and their impact on African-American History.	choice questions correctly identify significant coalitions to be administered in the final exam.		
2	3	4. Assess the role of African-American labor in the industrial and post-industrial economy.	75% of students will score a "C" or higher on evaluation of the influence of race within the labor movement with 10 multiple choice questions administered in the final exam.	Spring 2014: 30 students participating. On 10 multiple choice questions on final exam, 77% correctly identified role of African-American in industrial and post-industrial society.	Spring 2014: Continue to review implications of industrial and post-industrial society for African-Americans with review sheets and in-class discussions.