

## Students Learning Outcome and Assessment Plan Rio Hondo College

**Department/program:** History/ Division of Social Science, Humanities and Philosophy

**Date:** 8/20/07

**Course title/number:** History 159 – History of Minorities: Mexican Americans, Asian Americans, and American Women (Honors)

**Participating Faculty:** Ned Lazaro

**Student Learning Outcome:** In an essay on a major historical topic relating to the History of Mexican Americans, Asian Americans, and American women, the student will demonstrate logical development, marshal appropriate and meaningful supportive evidence, and discuss historical context and significance. The student will address the historical obstacles Mexican Americans, Asian Americans, and American women have had to overcome in their attempts to achieve justice and equitable treatment in the United States.

### Collection and Evaluation Process:

The instructor will evaluate the written assignments using the rubric and collect and compare samples of each level (1-3) of work, and seek feedback by sharing this information with other history instructors.

Changes being considered (if any): Instructors will compare findings and evaluate effectiveness of rubric, choice of terms and areas where students excelled and areas that require more attention.

**Review and recommendations:** Changes are not being considered at this time.

**Completion date:** Fall, 2007

### SLO FORMAT – RUBRIC FOR HISTORY COURSES

OBJECTIVE:	EXCELLENT	SATISFACTORY	NEEDS WORK
STANDARD 1:  The student will discuss the topic showing logical development and	The student develops the topic in a logical and meaningful way.	The student demonstrates some sense of connection of	The student's discussion is a random collection of ideas without

critical thinking,		ideas to the topic but lacks clarity and precision in the discussion.	connection or meaning.
<p>STANDARD 2</p> <p>The student will incorporate at least four major points or supportive evidence in the development of the essay.</p>	<p>The student incorporates at least four major ideas in the development of the essay.</p>	<p>The student incorporates at least two major ideas in the development of the essay.</p>	<p>The student is unable to incorporate at least two major ideas in the development of the essay.</p>
<p>STANDARD 3</p> <p>The student will place the subject in its historical context and demonstrate an understanding of the historical significance of the topic.</p>	<p>The student presents a meaningful analysis of the historical significance of the topic and places the topic in proper historical context.</p>	<p>The student is able to present meaningful analysis of the historical significance of the topic or can place the topic in proper historical context but cannot do both.</p>	<p>The student is able neither to present meaningful analysis of the historical significance of the topic nor place the topic in proper historical context.</p>