HIST 119B Bad Girls: Women in America from 1890
2011-12

Course SLOs
1. Acquire and demonstrate an analytical knowledge of the nation's history that can be pragmatically employed to develop historical perspective and to understand the experiences of gender in the United States since 1890.
2. Evaluate and interpret factual information so as to be able to construct viable hypotheses concerning the varied experiences of women in North America.
3. Analyze primary source materials to understand that history is a process of interaction between factual source material and those who interpret them.
4. Differentiate the social, political, and economic forces that have shaped and defined gender in the United States.

Indicate planned course assessment strategies

Other

We use a pre and post survey designed by Heather McCarty to assess Course SLO 3 and Program SLO 2. See Pre/ Post Department Assessment attachment.

Describe the criteria and/or performance standards used to appraise student work.

Heather McCarty created a pre and post test survey that is used to assess our highest enrolled courses, and this survey was also given to students in H119B. The survey asks students to include their name for tracking purposes, which history courses they have had before, and a few questions related to historical sources. Some of the key questions asked on this document are, "What is a primary source? What is a secondary source?" This allows for assessment of both the Program SLO 2 and Course SLO 3. See Pre/ Post Department Assessment attachment.

Enter assessment results and analyze student success in achieving course SLOs.

Heather McCarty uses this survey in H119B. She assessed the material gathered from the initial surveys to see how many students can successfully answer the questions at the beginning of the semester. The students also fill out a post survey in which they are again asked to answer the same questions. The responses of these surveys are compared with the initial surveys to see how many students understand this SLO by the end of the semester.
At the start of the Spring 2011 semester only 12% of students knew what a primary source is and 4% knew what a secondary source is. In Spring 2012 semester, 11% of students knew what a primary source is and 3% knew what a secondary source is. At the end of both semesters, 100% knew what both primary and secondary sources are. This data tells us is that at the start of each semester almost all students start our survey courses without prior knowledge of primary or secondary sources. At the end of the semester, they have mastered what primary and secondary sources are.

As part of the assessment of the higher enrolled courses (H117A/B and H105), we ask students if they have taken courses with Heather McCarty and Darren Bardell. 100% of those reporting previously completing H119B answered the pre-survey survey questions regarding what is a primary and secondary source correctly. This shows that students completing H119B not only master SLO 3 during the semester of the course, but retain it.

**Describe revisions in curriculum or teaching strategies implemented to promote student success.**

No revisions were made because the outcome is so positive. The 100% mastery rate most likely results from the fact that students complete a semester long independent research paper where students locate and use both primary and secondary sources.

**Future Action (Improvements)**

Maintain current student learning plan