



## SLO Assessment Cycle for HIST 53W

*Topics in California Historical Sites and Monuments*

Assessment Initiated by: [Mary Jo Ignoffo](#) () in HIST

### Outcomes:

#### Outcome 1: Statement

Students will comprehend and demonstrate knowledge of one or more California historical sites or monuments, and evaluate their significance in California history. Assessment: Quizzes, exams, papers, or class discussion.

### Assessment Cycle Records:

#### Outcome 1: Assessment Planning Modified: [10/13/2010]

##### Assessment Strategy Used:

Quarter: Fall 2010

Assessors: Mary Jo Ignoffo

Assessment Tools: Papers/Essays

Sections being assessed: X95

#### Outcome 1: Reflect & Enhance Modified: [11/18/2010]

**Number of people involved in Reflection and Enhancement: 1**

**Changes:**

##### Methods:

The students were required to identify Sutter's Fort in Sacramento, California, outline its role in California history, and evaluate its significance.

##### Summary:

All the students successfully identified Sutter's Fort. Most of the students (87%) correctly outlined its role in California history, and slightly fewer (81%) could articulate something significant about its legacy.

Sutter's Fort was not primarily related to the Gold Rush. This point needed to be further explained so that the students could take note of its pre-Gold Rush significance.

##### Enhancement (Part I):

The lecture needs to clearly differentiate Sutter's Fort from Sutter's Mill, and separate in time the Gold Rush from the overland crossings during the 1840s. In addition, a short reading selection from the diary of someone who stayed at the fort before the Gold Rush would underscore its significance of that time period.

##### Enhancement (Part II):

No additional resource allocations are required.

#### Outcome 2: Statement

Students will identify, evaluate, and interpret primary sources, including historic sites or structures. Assessment: Written evaluation and interpretation.

#### Outcome 2: Assessment Planning Modified: [10/13/2010]

##### Assessment Strategy Used:

Quarter: Fall 2010

Assessors: Mary Jo Ignoffo

Assessment Tools: Written Reports

Sections being assessed: X95

#### Outcome 2: Reflect & Enhance Modified: [11/17/2010]

**Number of people involved in Reflection and Enhancement: 1**

**Changes:**

##### Methods:

The students were given a list of fifteen sources related to the historic sites and monuments we were discussing. The list included historical documents, sites, artifacts, books, and newspapers. The students were instructed to determine if the sources were primary source documents or secondary source documents.

##### Summary:

More than half the class scored 80% or above, indicating an understanding of primary and secondary source identification. The lowest scoring students had trouble reading English, particularly the historical source citations. Improvement can be made in clarifying language barriers during the lecture.

**Enhancement (Part I):**

The lecture explaining the difference between primary and secondary source documents will be enhanced by a worksheet that the students can use to understand the different kind of sources. At the worksheet stage, students who have problems reading English will have an opportunity to ask for clarification.

**Enhancement (Part II):**

No additional resource allocations are necessary.

**Outcome 3: Statement**

Students' historical knowledge and understanding will enable them to be informed and intellectually engaged in California issues. Assessment: Essays, papers, or personal statements.

**Outcome 3: Assessment Planning** Modified: [11/18/2010]

**Assessment Strategy Used:**

Quarter: Fall 2010

Assessors: Mary Jo Ignoffo

Assessment Tools: Papers/Essays

Sections being assessed: X95

**Outcome 3: Reflect & Enhance** Modified: [11/18/2010]

**Number of people involved in Reflection and Enhancement: 1**

**Changes:**

**Methods:**

After touring Sutter's Fort in Sacramento, California, and after discussion of its place in the state's history, students were asked to write an opinion paper on whether today's State of California should fund the maintenance and operation of the fort.

**Summary:**

The students wrote defensible statements of opinion on the state's role in maintaining historic sites. All opinions were not the same, but 92% of the students provided reasoned opinions demonstrating knowledge about the history of the site. The student responses exceeded my expectations because several offered ideas for alternative ways to fund and preserve historic sites.

**Enhancement (Part I):**

The result of this assessment indicates that the correlation between historic places and events with today is an opportunity for engaging the students in California's current issues. An additional written opinion with defensible statements would enhance the course.

**Enhancement (Part II):**

No additional resource allocations are necessary.

[ Number of Outcomes for HIST 53W: 3 ]