

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

Division: Social and Behavioral Sciences

Discipline/Program: History

Course Number and Name: HISTORY 002 Introduction to Western Civilization II

Program Contact Person: _____ Phone: _____

Reviewed by:

Date: Spring 2015

ISLO #	PLO #	Course Intended Outcomes	Means of Assessment and Criteria for Success	Summary of Data Collected	Use of Results
1	1	1. Identify individuals and people groups that have contributed to the political, economic, and social development of western civilization in the modern period	75% of students should score 70% or better on 10 common multiple choice questions embedded in quizzes or exams throughout the semester.	<p>Spring 2015</p> <p>34 out of 38 students received a 70% or higher.</p> <p>Fall 2014</p> <p>10 out of 10 students received a 70% or higher.</p>	<p>Spring 2015</p> <p><u>W. DiazBrown</u> I will discuss these results with Dr. Ursic to see how we can improve the process for online students.</p> <p><u>K. Hitt</u> The Student Learning Objective was met. Given as multiple choice questions. I will strive as my teaching goal to again achieve 100% of student success.</p> <p><u>T. Ursic</u> Since results were good, the same instructional method will be used for next semester.</p> <p>Fall 2014</p> <p>Diaz-Brown I would like to change the SLO because of the online format.</p>
1	1	2. Formulate a chronology and analyze the role of the European nation-state in the period 1500 to the present	75% of students should demonstrate a "C" level competence in a 500 word essay to be scored with a departmental rubric.	<p>Fall 2014</p> <p>37 out of 42 students received a "C" or better.</p>	<p>Fall 2014</p> <p>Hitt I shall continue to nurture retention, comprehension and analyzing of primary source documents like this one on Unification of Italy.</p> <p>Ursic Since the results were good, the same instruction method will be used for next semester.</p>

1	1 (3)	3. Evaluate the political and economic philosophies and systems that develop in the modern period	75% of students should score 70% or better on 5 common terms (defined and explained) embedded in quizzes or exams throughout the semester.	Fall 2013 57 out of 69 students (83%) received a 70% or higher	Fall 2013 Since the results were good, the same instruction method will be used for the next semester.
1	1	4. Examine the development and repercussions of the industrial revolution in the Western World.	75% of students should demonstrate a "C" level competence in a 500 word essay to be scored with a departmental rubric. "Examine the development and repercussions of the industrial revolution in the Western World."	Spring 2014 42 out of 42 students (100%) received a 70% or higher	Spring 2014 -Since results were good, the same instruction method will be used for next semester. -I will compare the results with the two other instructors that teach History 2. I will keep the assessment for the next semester.
1	1	5. Explain the Western intellectual tradition and evaluate its influence	75% of students should score 70% or better on 5 common multiple choice questions embedded in quizzes or exams.	Spring 2015 36 out of 38 students received a 95% or higher. Spring 2014 58 out of 63 students (92%) received a 70% or higher	Spring 2015 <u>W. DiazBrown</u> I will discuss these results with Dr. Ursic to see how we can improve the process for online students. <u>K. Hitt</u> Student Learning Objective was met. Given as multiple choice questions. I will strive as my teaching goal to achieve 100% student success. <u>T. Ursic</u> Since results were good. The same instruction method will be used for next semester. Spring 2014 -Given as part of the Final Exam. Students met the Objective. -Since results were good, the same instruction method will be used for next semester.
1	1	6. Clarify the motivations and results of European imperialism and colonization in the period 1500 to the present	75% of students should demonstrate a "C" level competence on a 500 word essay to be scored with a departmental rubric.	Fall 2013 56 out of 69 students (82%) received a 70% or higher	Fall 2013 More emphasis will be placed on motivations and results of European imperialism in the late nineteenth to early twentieth centuries.
1	1	7. Complete maps of Europe from A: the Renaissance (c. 1500), Napoleon's Empire (1812),	75% of students should score 70% or better on two maps: one from group A and one from group B.	Fall 2014 36 out of 42 students received a 70% or better.	Fall 2014 Hitt Students demonstrated they understand how World War II changed the map of Europe with new countries being

		after the Congress of Vienna (1815); B: the Outbreak of World War I, at the end of World War II, and the beginning of the 21 century.			formed and boundaries changed. Yalta Conference, Potsdam Conference would facilitate this change as would the later advent of Warsaw Pact, and NATO. I am satisfied that students are performing well and have met the student learning objective and outcome. Thank you. Ursic Since the students did well, the same instruction method will be used for next semester.
3	1 (2)	8. Locate primary and secondary sources in the Library and on the Internet and examine, evaluate, and organize sources into a logical argument.	75% of students should demonstrate a "C" level competence in a 500 word analysis of a primary source to be scored with a departmental rubric.	Spring 2014 42 out of 42 students (100%) received a 70% or higher	Spring 2014 -Since results were good, the same instruction method will be used for next semester. -I will compare the results with the two other instructors that teach History 2. I will keep the assessment for the next semester.

Spring 2014

Institutional Learning Outcomes	Course Intended Outcomes	Means of Assessment and Criteria for Success	Summary of Data Collected	Use of Results
1	1. Identify individuals and people groups that have contributed to the political, economic, and social development of western civilization in the modern period	75% of students should score 70% or better on 10 common multiple choice questions embedded in quizzes or exams throughout the semester.	54 out of 60 students (90%) received a 70% or higher	-Since results were good, the same instruction method will be used for next semester. -Students met the learning objective.
1	2. Formulate a chronology and analyze the role of the European nation-state in the period 1500 to the present	75% of students should demonstrate a "C" level competence in a 500 word essay to be scored with a departmental rubric.		
1	3. Evaluate the political and economic philosophies and systems that develop in the modern period	75% of students should score 70% or better on 5 common terms (defined and explained) embedded in		

		quizzes or exams throughout the semester.		
1	4. Examine the development and repercussions of the industrial revolution in the Western World.	75% of students should demonstrate a “C” level competence in a 500 word essay to be scored with a departmental rubric. “Examine the development and repercussions of the industrial revolution in the Western World.”	42 out of 42 students (100%) received a 70% or higher	-Since results were good, the same instruction method will be used for next semester. -I will compare the results with the two other instructors that teach History 2. I will keep the assessment for the next semester.
1	5. Explain the Western intellectual tradition and evaluate its influence	75% of students should score 70% or better on 5 common multiple choice questions embedded in quizzes or exams.	58 out of 63 students (92%) received a 70% or higher	-Given as part of the Final Exam. Students met the Objective. -Since results were good, the same instruction method will be used for next semester.
1	6. Clarify the motivations and results of European imperialism and colonization in the period 1500 to the present	75% of students should demonstrate a “C” level competence on a 500 word essay to be scored with a departmental rubric.		
1	7. Complete maps of Europe from A: the Renaissance (c. 1500), Napoleon’s Empire (1812), after the Congress of Vienna (1815); B: the Outbreak of World War I, at the end of World War II, and the beginning of the 21 century.	75% of students should score 70% or better on two maps: one from group A and one from group B.	53 out of 58 students (91%) received a 70% or higher	Given as quiz during course of the semester. Students met the Learning Objective.
3	8. Locate primary and secondary sources in the Library and on the Internet and examine, evaluate, and organize sources into a logical argument.	75% of students should demonstrate a “C” level competence in a 500 word analysis of a primary source to be scored with a departmental rubric.	42 out of 42 students (100%) received a 70% or higher	-Since results were good, the same instruction method will be used for next semester. -I will compare the results with the two other instructors that teach History 2. I will keep the assessment for the next semester.

Fall 2013

Institutional Learning Outcomes	Course Intended Outcomes	Means of Assessment and Criteria for Success	Summary of Data Collected	Use of Results
1	1. Identify individuals and people groups that have contributed to the political, economic, and social development of western civilization in the modern period	75% of students should score 70% or better on 10 common multiple choice questions embedded in quizzes or exams throughout the semester.		
1	2. Formulate a chronology and analyze the role of the European nation-state in the period 1500 to the present	75% of students should demonstrate a "C" level competence in a 500 word essay to be scored with a departmental rubric.		
1	3. Evaluate the political and economic philosophies and systems that develop in the modern period	75% of students should score 70% or better on 5 common terms (defined and explained) embedded in	57 out of 69 students (83%) received a 70% or higher	Since the results were good, the same instruction method will be used for the next semester.

		quizzes or exams throughout the semester.		
1	4. Examine the development and repercussions of the industrial revolution in the Western World.	75% of students should demonstrate a “C” level competence in a 500 word essay to be scored with a departmental rubric. “Examine the development and repercussions of the industrial revolution in the Western World.”		
1	5. Explain the Western intellectual tradition and evaluate its influence	75% of students should score 70% or better on 5 common multiple choice questions embedded in quizzes or exams.		
1	6. Clarify the motivations and results of European imperialism and colonization in the period 1500 to the present	75% of students should demonstrate a “C” level competence on a 500 word essay to be scored with a departmental rubric.	56 out of 69 students (82%) received a 70% or higher	More emphasis will be placed on motivations and results of European imperialism in the late nineteenth to early twentieth centuries.
1	7. Complete maps of Europe from A: the Renaissance (c. 1500), Napoleon’s Empire (1812), after the Congress of Vienna (1815); B: the Outbreak of World War I, at the end of World War II, and the beginning of the 21 century.	75% of students should score 70% or better on two maps: one from group A and one from group B.	127 out of 145 students (88%) received a 70% or higher	-Strive for improvement -Since the results were good, the same instruction method will be used for the next semester.
3	8. Locate primary and secondary sources in the Library and on the Internet and examine, evaluate, and organize sources into a logical argument.	75% of students should demonstrate a “C” level competence in a 500 word analysis of a primary source to be scored with a departmental rubric.		

June 2013

Institutional Learning Outcomes	Course Intended Outcomes	Means of Assessment and Criteria for Success	Summary of Data Collected	Use of Results
1	1. Identify individuals and people groups that have contributed to the political, economic, and social development of western civilization in the modern period	75% of students should score 70% or better on 10 common multiple choice questions embedded in quizzes or exams throughout the semester.	SPRING 2013 57 out of 67 students (85%) received a 70% or higher	SPRING 2013 -Results were successful across the boards of three different instructors.
1	2. Formulate a chronology and analyze the role of the European nation-state in the period 1500 to the present	75% of students should demonstrate a "C" level competence in a 500 word essay to be scored with a departmental rubric.		
1	3. Evaluate the political and economic philosophies and systems that develop in the modern period	75% of students should score 70% or better on 5 common terms (defined and		

		explained) embedded in quizzes or exams throughout the semester.		
1	4. Examine the development and repercussions of the industrial revolution in the Western World.	75% of students should demonstrate a “C” level competence in a 500 word essay to be scored with a departmental rubric. “Examine the development and repercussions of the industrial revolution in the Western World.”		
1	5. Explain the Western intellectual tradition and evaluate its influence	75% of students should score 70% or better on 5 common multiple choice questions embedded in quizzes or exams.		
1	6. Clarify the motivations and results of European imperialism and colonization in the period 1500 to the present	75% of students should demonstrate a “C” level competence on a 500 word essay to be scored with a departmental rubric.		
1	7. Complete maps of Europe from A: the Renaissance (c. 1500), Napoleon’s Empire (1812), after the Congress of Vienna (1815); B: the Outbreak of World War I, at the end of World War II, and the beginning of the 21 century.	75% of students should score 70% or better on two maps: one from group A and one from group B.		
3	8. Locate primary and secondary sources in the Library and on the Internet and examine, evaluate, and organize sources into a logical argument.	75% of students should demonstrate a “C” level competence in a 500 word analysis of a primary source to be scored with a departmental rubric.		

December 2012

Institutional Learning Outcomes	Course Intended Outcomes	Means of Assessment and Criteria for Success	Summary of Data Collected	Use of Results
1	1. Identify individuals and people groups that have contributed to the political, economic, and social development of western civilization in the modern period	75% of students should score 70% or better on 10 common multiple choice questions embedded in quizzes or exams throughout the semester.		
1	2. Formulate a chronology and analyze the role of the European nation-state in the period 1500 to the present	75% of students should demonstrate a "C" level competence in a 500 word essay to be scored with a departmental rubric.	<p>FALL 2012</p> <p>Students were to write an essay analyzing Mazzini's The Duties of Man</p> <p>127 out of 138 students</p>	<p>FALL 2012</p> <p>-More emphasis will be placed on the significance of nation building in the 19th century.</p> <p>-Provide more instruction on Chicago format and direction on</p>

			(92%) received a 70% or higher	locating academic secondary sources.
1	3. Evaluate the political and economic philosophies and systems that develop in the modern period	75% of students should score 70% or better on 5 common terms (defined and explained) embedded in quizzes or exams throughout the semester.		
1	4. Examine the development and repercussions of the industrial revolution in the Western World.	75% of students should demonstrate a "C" level competence in a 500 word essay to be scored with a departmental rubric. "Examine the development and repercussions of the industrial revolution in the Western World."		
1	5. Explain the Western intellectual tradition and evaluate its influence	75% of students should score 70% or better on 5 common multiple choice questions embedded in quizzes or exams.		
1	6. Clarify the motivations and results of European imperialism and colonization in the period 1500 to the present	75% of students should demonstrate a "C" level competence on a 500 word essay to be scored with a departmental rubric.		
1	7. Complete maps of Europe from A: the Renaissance (c. 1500), Napoleon's Empire (1812), after the Congress of Vienna (1815); B: the Outbreak of World War I, at the end of World War II, and the beginning of the 21 century.	75% of students should score 70% or better on two maps: one from group A and one from group B.		
3	8. Locate primary and secondary sources in the Library and on the Internet and examine, evaluate, and organize sources into a logical argument.	75% of students should demonstrate a "C" level competence in a 500 word analysis of a primary source to be scored with a departmental rubric.	See SLO #2	See SLO #2

June 2012

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1	1. Identify individuals and people groups that have contributed to the political, economic, and social development of western civilization in the modern period	75% of students should score 70% or better on 10 common multiple choice questions embedded in quizzes or exams throughout the semester.		
1	2. Formulate a chronology and analyze the role of the European nation-state in the period 1500 to the present	75% of students should demonstrate a "C" level competence in a 500 word essay to be scored with a departmental rubric.		
1	3. Evaluate the political and economic	75% of students should score		

	philosophies and systems that develop in the modern period	70% or better on 5 common terms (defined and explained) embedded in quizzes or exams throughout the semester.		
1	4. Examine the development and repercussions of the industrial revolution in the Western World.	75% of students should demonstrate a “C” level competence in a 500 word essay to be scored with a departmental rubric. “Examine the development and repercussions of the industrial revolution in the Western World.”	SPRING 2012 89.7% (35 out of 39 students) received a “C” or better on this essay with 2 sections reporting.	SPRING 2012 -Since the results were good, the same instruction method will be used for the next semester. -More direction to students to focus on all aspects of the development and repercussions. Encourage students to provide specific examples.
1	5. Explain the Western intellectual tradition and evaluate its influence	75% of students should score 70% or better on 5 common multiple choice questions embedded in quizzes or exams.		
1	6. Clarify the motivations and results of European imperialism and colonization in the period 1500 to the present	75% of students should demonstrate a “C” level competence on a 500 word essay to be scored with a departmental rubric.		
1	7. Complete maps of Europe from A: the Renaissance (c. 1500), Napoleon’s Empire (1812), after the Congress of Vienna (1815); B: the Outbreak of World War I, at the end of World War II, and the beginning of the 21 century.	75% of students should score 70% or better on two maps: one from group A and one from group B.		
3	8. Locate primary and secondary sources in the Library and on the Internet and examine, evaluate, and organize sources into a logical argument.	75% of students should demonstrate a “C” level competence in a 500 word analysis of a primary source to be scored with a departmental rubric.		

December 2011

Institutional Learning Outcomes	Course Intended Outcomes	Means of Assessment and Criteria for Success	Summary of Data Collected	Use of Results
1	1. Identify individuals and people groups that have contributed to the political, economic, and social development of western civilization in the modern period	75% of students should score 70% or better on 10 common multiple choice questions embedded in quizzes or exams throughout the semester.		
1	2. Formulate a chronology and analyze the role of the European nation-state in the period 1500 to the present	75% of students should demonstrate a "C" level competence in a 500 word essay to be scored with a departmental rubric.		
1	3. Evaluate the political and economic	75% of students should score	Fall 2011: Students were	Fall 2011: Include specific

	philosophies and systems that develop in the modern period	70% or better on 5 common terms (defined and explained) embedded in quizzes or exams throughout the semester.	given 5 terms to define and explain their significance. 2 sections report: 1) 19/28 students or 70% scored "C" or better. 2) 31/42 students or 74% scored "C" or better.	definitions/comparison of terms in class work. Use handout with term definitions.
1	4. Examine the development and repercussions of the industrial revolution in the Western World.	75% of students should demonstrate a "C" level competence in a 500 word essay to be scored with a departmental rubric.		
1	5. Explain the Western intellectual tradition and evaluate its influence	75% of students should score 70% or better on 5 common multiple choice questions embedded in quizzes or exams.		
1	6. Clarify the motivations and results of European imperialism and colonization in the period 1500 to the present	75% of students should demonstrate a "C" level competence on a 500 word essay to be scored with a departmental rubric.	Fall 2011: On final exam students were asked to write an essay asking to "clarify the motivations and results of European imperialism from the late 19th century to the early 20 th century." 1 section reporting: 28/35 students or 80% of students scored "C" or better.	Fall 2011: Continue to clarify motives and results of European imperialism. Create an in-class chart comparing the motives, tactics, and results of imperialism for various European countries.
1	7. Complete maps of Europe from A: the Renaissance (c. 1500), Napoleon's Empire (1812), after the Congress of Vienna (1815); B: the Outbreak of World War I, at the end of World War II, and the beginning of the 21 century.	75% of students should score 70% or better on two maps: one from group A and one from group B.	Fall 2011: Students required to locate 10 sites from Napoleon's Empire and World War I. 2 sections reporting: 1) 35/35 with 100 % scoring "C" or better. 2) 39/42 scoring 93%	Fall 2011: Assessment results verified teaching strategies with ppt. slides.
3	8. Locate primary and secondary sources in the Library and on the Internet and examine, evaluate, and organize sources into a logical argument.	75% of students should demonstrate a "C" level competence in a 500 word analysis of a primary source to be scored with a departmental rubric.		

June 2009

Institutional Learning Outcomes	Course Intended Outcomes	Means of Assessment and Criteria for Success	Summary of Data Collected	Use of Results
1	1. Identify individuals and people groups that have contributed to the political, economic, and social development of western civilization in the modern period	75% of students should score 70% or better on 10 common multiple choice questions embedded in quizzes or exams throughout the semester.	86% scored 70% or better on 20 multiple choice questions that were embedded within course quizzes.	Continue to make connection between individuals and their contributions to Western Civilization.
1	2. Formulate a chronology and analyze the role of the European nation-state in the period 1500 to the present	75% of students should demonstrate a "C" level competence in a 500 word essay to be scored with a departmental rubric.	90% of students demonstrated a "C" competence on an essay evaluating the impact of warfare or nationalism in nation-building.	Continue focus on factors contributing to nation-building and on essay composition.

1	3. Evaluate the political and economic philosophies and systems that develop in the modern period	75% of students should score 70% or better on 5 common terms (defined and explained) embedded in quizzes or exams throughout the semester.	83% of students earned 70% or better on identifying the explaining the significance of 5 common terms.	Continue vocabulary building.
1	4. Examine the development and repercussions of the industrial revolution in the Western World.	75% of students should demonstrate a “C” level competence in a 500 word essay to be scored with a departmental rubric.	88% of students scored 80% or better on an essay question “Examine the development and repercussions of the industrial revolution in the western world.”	
1	5. Explain the Western intellectual tradition and evaluate its influence	75% of students should score 70% or better on 5 common multiple choice questions embedded in quizzes or exams.	83% of students scored 70% or better on ten common multiple choice questions embedded in class quizzes.	Continue integrating intellectual development into social and economic history of western civilization.
1	6. Clarify the motivations and results of European imperialism and colonization in the period 1500 to the present	75% of students should demonstrate a “C” level competence on a 500 word essay to be scored with a departmental rubric.		
1	7. Complete maps of Europe from A: the Renaissance (c. 1500), Napoleon’s Empire (1812), after the Congress of Vienna (1815); B: the Outbreak of World War I, at the end of World War II, and the beginning of the 21 century.	75% of students should score 70% or better on two maps: one from group A and one from group B.	87% of students scored 80% or better on two maps.	Continue map work and its importance for western development.
3	8. Locate primary and secondary sources in the Library and on the Internet and examine, evaluate, and organize sources into a logical argument.	75% of students should demonstrate a “C” level competence in a 500 word analysis of a primary source to be scored with a departmental rubric.	81% of students demonstrated a “C” level competence on a analysis of primary sources focused on the industrial revolution.	Continue use of primary and secondary sources and emphasis on essay organization and writing.