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	Means of Assessment and Criteria for Success	Summary of Data Collected	Use of Results
1	1	Outcomes 1. Identify individuals and people groups that have contributed to the political, economic, and social	75% of students should score 70% or better on 10 common multiple choice questions embedded in quizzes	Spring 2015 34 out of 38 students received a 70% or higher.	Spring 2015 W. DiazBrown I will discuss these results with Dr. Ursic to see how we
		development of western civilization in the modern period	or exams throughout the semester.		can improve the process for online students. K. Hitt 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. T. Ursic Since results were good, the same instructional method will be used for next semester.
				Fall 2014 10 out of 10 students received a 70% or higher.	Fall 2014 Diaz-Brown I would like to change the SLO because of the online format.
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.	Fall 2014 37 out of 42 students received a "C" or better.	Fall 2014 Hitt I shall continue to nurture retention, comprehension and analyzing of primary source documents like this one on Unification of Italy. Ursic Since the results were good, the same instruction method will be used for next semester.

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 semesterI 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.	W. DiazBrown I will discuss these results with Dr. Ursic to see how we can improve the process for online students. K. Hitt Student Learning Objective was met. Given as multiple choice questions. I will strive as my teaching goal to achieve 100% student success. T. Ursic Since results were good. The same instruction method will be used for next semester.
				Spring 2014 58 out of 63 students (92%) received a 70% or higher	Spring 2014 -Given as part of the Final Exam. Students met the ObjectiveSince 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 semesterI 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	Course Intended Outcomes	Means of Assessment and	Summary of Data Collected	Use of Results
Outcomes		Criteria for Success		
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 semesterStudents 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		

1	4. Examine the development and repercussions of the industrial revolution in the Western World.	quizzes or exams throughout the semester. 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 semesterI 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 ObjectiveSince 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 semesterI 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	Course Intended Outcomes	Means of Assessment and	Summary of Data Collected	Use of Results
Outcomes		Criteria for Success		
1	1. Identify individuals and people	75% of students should score		
	groups that have contributed to the	70% or better on		
	political, economic, and social	10 common multiple choice		
	development of western civilization in	questions embedded in quizzes		
	the modern period	or exams throughout the		
		semester.		
1	2. Formulate a chronology and	75% of students should		
	analyze the role of the European	demonstrate a "C" level		
	nation-state in the period 1500 to the	competence in a 500 word		
	present	essay to be scored with a		
		departmental rubric.		
1	3. Evaluate the political and economic	75% of students should score	57 out of 69 students (83%)	Since the results were good, the
	philosophies and systems that develop	70% or better on	received a 70% or higher	same instruction method will be
	in the modern period	5 common terms (defined and		used for the next semester.
		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.	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	Course Intended Outcomes	Means of Assessment and	Summary of Data Collected	Use of Results
Outcomes		Criteria for Success		
1	1. Identify individuals and people	75% of students should score	SPRING 2013	SPRING 2013
	groups that have contributed to the	70% or better on		
	political, economic, and social	10 common multiple choice	57 out of 67 students (85%)	-Results were successful across
	development of western civilization in	questions embedded in quizzes	received a 70% or higher	the boards of three different
	the modern period	or exams throughout the		instructors.
		semester.		
1	2. Formulate a chronology and	75% of students should		
	analyze the role of the European	demonstrate a "C" level		
	nation-state in the period 1500 to the	competence in a 500 word		
	present	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	70% or better on		
	in the modern period	5 common terms (defined and		

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

December 2012

Institutional Learning	Course Intended Outcomes	Means of Assessment and	Summary of Data Collected	Use of Results
Outcomes	Course Interded Outcomes	Criteria for Success	Summary of Buta Conceted	OSC OF RESULES
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.	FALL 2012 Students were to write an essay analyzing Mazzini's The Duties of Man 127 out of 138 students	-More emphasis will be placed on the significance of nation building in the 19th centuryProvide more instruction on Chicago format and direction on

			(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

Institutional Learning	Course Intended Outcomes	Means of Assessment and	Summary of Data Collected	Use of Results
Outcomes		Criteria for Success		
1	1. Identify individuals and people	75% of students should score		
	groups that have contributed to the	70% or better on		
	political, economic, and social	10 common multiple choice		
	development of western civilization in	questions embedded in quizzes		
	the modern period	or exams throughout the		
		semester.		
1	2. Formulate a chronology and	75% of students should		
	analyze the role of the European	demonstrate a "C" level		
	nation-state in the period 1500 to the	competence in a 500 word		
	present	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	70% or better on		
	in the modern period	5 common terms (defined and		
	in the modern period	explained) embedded in		
		quizzes or exams throughout		
		the semester.		
1	4. Examine the development and	75% of students should	SPRING 2012	SPRING 2012
1	repercussions of the industrial	demonstrate a "C" level	SPRING 2012	SPRING 2012
	revolution in the Western World.		90.70/ (25 and a6 20	Simos the westles were seed the
	revolution in the western world.	competence in a 500 word	89.7% (35 out of 39	-Since the results were good, the
		essay to be scored with a	students) received a "C" or	same instruction method will be
		departmental rubric.	better on this essay with 2 sections reporting.	used for the next semester.
		"Examine the development		-More direction to students to
		and repercussions of the		focus on all aspects of the
		industrial revolution in the		development and repercussions.
		Western World."		Encourage students to provide
				specific examples.
1	5. Explain the Western intellectual	75% of students should score		
	tradition and evaluate its influence	70% or better on 5 common		
		multiple choice questions		
		embedded in quizzes or		
		exams.		
1	6. Clarify the motivations and results	75% of students should		
	of European imperialism and	demonstrate a "C" level		
	colonization in the period 1500 to the	competence on a 500 word		
	present	essay to be scored with a		
		departmental rubric.		
1	7. Complete maps of Europe from A:	75% of students should score		
	the Renaissance (c. 1500), Napoleon's	70% or better on two maps:		
	Empire (1812), after the Congress of	one from group A and one		
	Vienna (1815);	from group B.		
	B: the Outbreak of World War I, at			
	the end of World War II, and the			
	beginning of the 21 century.			
3	8. Locate primary and secondary	75% of students should		
	sources in the Library and on the	demonstrate a "C" level		
	Internet and examine, evaluate, and	competence in a 500 word		
	organize sources into a logical	analysis of a primary source to		
	argument.	be scored with a departmental		
		rubric.		

December 2011

Institutional Learning	Course Intended Outcomes	Means of Assessment and	Summary of Data Collected	Use of Results
Outcomes		Criteria for Success		
1	1. Identify individuals and people	75% of students should score		
	groups that have contributed to the	70% or better on		
	political, economic, and social	10 common multiple choice		
	development of western civilization in	questions embedded in quizzes		
	the modern period	or exams throughout the		
		semester.		
1	2. Formulate a chronology and	75% of students should		
	analyze the role of the European	demonstrate a "C" level		
	nation-state in the period 1500 to the	competence in a 500 word		
	present	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	Course Intended Outcomes	Means of Assessment and	Summary of Data Collected	Use of Results
Outcomes		Criteria for Success		
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	75% of students should score 70%	83% of students earned 70% or	Continue vocabulary building.
1	economic philosophies and	or better on	better on identifying the	Continue vocabulary building.
	systems that develop in the	5 common terms (defined and	explaining the significance of 5	
	modern period	explained) embedded in quizzes or	common terms.	
	modern period	exams throughout the semester.	common terms.	
1	4. Examine the development	75% of students should	88% of students scored 80% or	
1	and repercussions of the	demonstrate a "C" level	better on an essay question	
	industrial revolution in the	competence in a 500 word essay to	"Examine the development and	
	Western World.	be scored with a departmental	repercussions of the industrial	
	western world.	rubric.	revolution in the western	
		Tubric.	world."	
1	5. Explain the Western	75% of students should score 70%	83% of students scored 70% or	Continue integrating intellectual
_	intellectual tradition and	or better on 5 common multiple	better on ten common multiple	development into social and economic
	evaluate its influence	choice questions embedded in	choice questions embedded in	history of western civilization.
		quizzes or exams.	class quizzes.	,
1	6. Clarify the motivations and	75% of students should	1	
	results of European	demonstrate a "C" level		
	imperialism and colonization	competence on a 500 word essay to		
	in the period 1500 to the	be scored with a departmental		
	present	rubric.		
1	7. Complete maps of Europe	75% of students should score 70%	87% of students scored 80% or	Continue map work and its importance
	from A: the Renaissance (c.	or better on two maps: one from	better on two maps.	for western development.
	1500), Napoleon's Empire	group A and one from group B.	_	_
	(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.			
3	8. Locate primary and	75% of students should	81% of students demonstrated a	Continue use of primary and secondary
	secondary sources in the	demonstrate a "C" level	"C" level competence on a	sources and emphasis on essay
	Library and on the Internet	competence in a 500 word analysis	analysis of primary sources	organization and writing.
	and examine, evaluate, and	of a primary source to be scored	focused on the industrial	
	organize sources into a logical	with a departmental rubric.	revolution.	
	argument.			