

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

**Division: Social and Behavioral Sciences**

**Discipline/Program: History**

**Course Number and Name: HISTORY 001 Introduction to Western Civilization I**

**Program Contact Person:** \_\_\_\_\_

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**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.	75% of students should score 70% or better on 10 common multiple choice questions embedded in quizzes or exams throughout the semester.	<p><b>Spring 2015</b></p> <p>13 students or 65% out of a class of 20 students scored 70% or better on the assessment.</p> <p><b>Fall 2014</b></p> <p>Four sections were offered. 19 students or 59% out of a class of 32 students scored 70% or better on the assessment.</p> <p><b>Spring 2014</b></p> <p>52% of students scored 70 % or better on multiple choice questions embedded in quizzes.</p>	<p><b>Spring 2015</b></p> <p><u>M. Valadez</u> The objective was not met. Will revise the assessment for the SLO. I will explore the idea of having student presentations.</p> <p><b>Fall 2014</b></p> <p>Valadez The objective was not reached. For the next semester, I will have students present or write an essay on the 10 individuals or groups that have contribute to the development of Western Civilization.</p> <p><b>Spring 2014</b></p> <p>Instructors felt that multiple choice exams did not accurately reflect student learning and opted to use term definition and identification for the next assessment.</p>
1 (2)	1	2. Formulate a chronology of important developments in Western Civilization.	90% of students will score 70% or better on a timeline of Western Civilization.	<p><b>Spring 2015</b></p> <p>56 students or 45% out of a class of 124 students scored 70% or better on the assessment.</p>	<p><b>Spring 2015</b></p> <p><u>W. DiazBrown</u> I will speak with Dr. Ursic about this and see how we can improve the process for online students. <u>T. Ursic</u> Since results were good, the same instruction method will be used for next semester. <u>M. Valaldez</u></p>

				<p><b>Fall 2014</b> Four sections were offered. 57 students or 62% out of a class of 77 students scored 70% or better on the assessment.</p> <p><b>Spring 2014</b> 100% of students created timelines as part of an in-class cooperative learning activity. Students are allowed to then use the timelines as graphic organizers for the midterm and final exam essays.</p>	<p>The objective was not met. Will revise lectures to emphasize the important developments. In addition, will find a user-friendly website to have students create a timeline.</p> <p><b>Fall 2014</b> Valadez The objective was not met. To improve I will have students create a timeline on the web as an assignment. Diaz-Brown I will share the results with the other instructors. I need a different assessment, because this format of the assessment did not work well online. Fall 2014 Ursic Since results were good, the same instruction method will be used for next semester.</p> <p><b>Spring 2014</b> Continue to utilize the timeline as a group activity and to encourage organizational skills.</p>
1 (2)	1 (2)	3. Explain institutional formation in early Western Civilization and its influence on cultural organization and control.	75% of students should score 70% or better on 10 common multiple choice questions embedded in quizzes or exams throughout the semester.	<p><b>Spring 2015</b> 14 students or 64% out of a class of 22 students scored 70% or better on the assessment.</p> <p><b>Fall 2014</b> Valadez 20 students or 62.5% out of a class of 32 students scored 70% or better on the assessment.</p>	<p><b>Spring 2015</b> <u>M. Valadez</u> The goal was not reached. Revise lectures and create more interactive lectures to stress the material.</p> <p><b>Fall 2014</b> Valadez The objective was not met. For the next semester, I am planning on providing students with a list of terms that are relevant to the institutional formation in early Western Civilization and have them answer a list of questions on lectures, discussions, or videos that we</p>

				<p><b>Spring 2014</b> 80 % of students scored “C” or better on two 500 word essays administered within the midterm and final examinations.</p>	<p>cover in class.</p> <p><b>Spring 2014</b> Continue to work on essay content and composition.</p>
4 (1)	5 (1)	4. Define the religious and philosophical traditions of Western Civilization and evaluate their impact on cultural change.	75% of students should demonstrate a “C” level competence in an essay to be scored with a departmental rubric.	<p><b>Spring 2015</b> 20 students or 91% out of a class of 22 students scored 70% or better on the assessment.</p> <p><b>Fall 2014</b> Valadez 29 students or 90% out of a class of 32 students scored 70% or better on the assessment.</p> <p><b>Spring 2014</b> 85% of students averaged 80% or above on two terms- transubstantiation and astrolabe.</p>	<p><b>Spring 2015</b> <u>M. Valadez</u> The objective was met. Continue to have students work on thesis statements in class and have them attend academic workshops.</p> <p><b>Fall 2014</b> Valadez The objective was met. However, some students struggled with developing a strong thesis statement. I will promote the Learning Center’s writing workshops and have students turn in thesis statements as the 1<sup>st</sup> step of their writing assignment.</p> <p><b>Spring 2014</b> Continue vocabulary building in context of Western Civilization.</p>
2	1	5. Complete maps of Europe that identify the geography of Greece, Rome, and the Middle Ages.	75% of students should score 80% or better on assigned maps.	<p><b>Spring 2015</b> 51 students or 59% out of a class of 86 students scored 70% or better on the assessment.</p> <p><b>Fall 2014</b> Four sections were offered. 68 students or 82% out of a class of 83 students scored 70% or better on the assessment.</p>	<p><b>Spring 2015</b> <u>W. DiazBrown</u> I will speak with Dr. Ursic about this and see how we can improve the process for online students. <u>T. Ursic</u> Maps will be analyzed more frequently in class. <u>M. Valadez</u> The objective was not met. Will revise the map and will include more maps in the lectures.</p> <p><b>Fall 2014</b> Valadez The objective was achieved. This SLO was the most successful in terms of percentages of students passing. I will continue to provide students with various maps and</p>

				<p><b>Spring 2014</b> Two quizzes and the final included map components of the Mediterranean and Western Europe. The average score for the three assessments was 80%.</p>	<p>have them locate important cities on those maps. Ursic More emphasis will be placed on geography.</p> <p><b>Spring 2014</b> Continue emphasis on geographical locations and their significance for the development of western civilization.</p>
<p><b>3</b> <b>(1,2)</b></p>	<p>4 (1, 2)</p>	<p>6. Locate primary and secondary sources in the Library and on the Internet and examine, evaluate, and organize sources into a logical argument.</p>	<p>75% of students will demonstrate a “C” level of competence in two 250 word analyses of primary sources to be graded with a departmental rubric.</p>	<p><b>Spring 2015</b> 12 students or 75% out of a class of 16 students scored 70% or better on the assessment.</p> <p><b>Fall 2014</b> Valadez 24 students or 75% out of a class of 32 students scored 70% or better on the assessment. 4 students or 100% out of a class of 4 students scored 70% or better on the assessment.</p> <p><b>Spring 2014</b> Students completed a 500 word essay on ancient Rome using Google Earth Rome which utilizes computer-generated images of ancient Roman buildings and superimposes them on current photographs of the city. 80% of students scored “C” or better on this analysis of the archaeological source.</p>	<p><b>Spring 2015</b> <u>M. Valadez</u> The goal was reached. Will spend more time in class discussing thesis statements.</p> <p><b>Fall 2014</b> Valadez The objective was reached. However, some students struggled with the following: developing a strong thesis statement and using the Chicago style of citing. I will promote the Learning Center’s writing workshops and have LLC staff come to my class to discuss citing according to Chicago style.</p> <p><b>Spring 2014</b> Continue making links between ancient past as revealed through primary sources and modern history.</p>

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.	75% of students should score 70% or better on 10 common multiple choice questions embedded in quizzes or exams throughout the semester.		
1 (2)	2. Formulate a chronology of important developments in Western Civilization.	90% of students will score 70% or better on a timeline of Western Civilization.		
1 (2)	3. Explain institutional formation in early Western Civilization and its influence on cultural organization and control.	75% of students should demonstrate a “C” level competence in a 500 word essay to be scored with a departmental rubric.	<b>15 out of 28 students (54%) received a 70% or higher.</b>	-Have students turn in rough drafts two weeks prior to actual assignment and check sources of each student. -Students met the Student Learning Objective (14/17 passed).
4 (1)	4. Define the religious and philosophical traditions of Western Civilization and evaluate their impact on cultural change.	75% of students should score 70% or better on 5 common terms (defined and explained) embedded in quizzes or exams throughout the semester.		
2	5. Complete maps of Europe that identify the geography of Greece, Rome, and the Middle Ages.	75% of students should score 80% or better on assigned maps.		
3 (1,2)	6. 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 will demonstrate a “C” level of competence in two 250 word analyses of primary sources to be graded with a departmental rubric.	<b>15 out of 28 students (54%) received a 70% or higher.</b>	See SLO #3

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.	75% of students should score 70% or better on 10 common multiple choice questions embedded in quizzes or exams throughout the semester.		
1 (2)	2. Formulate a chronology of important developments in Western Civilization.	90% of students will score 70% or better on a timeline of Western Civilization.		
1 (2)	3. Explain institutional formation in early Western Civilization and its influence on cultural organization and control.	75% of students should demonstrate a "C" level competence in a 500 word essay to be scored with a departmental rubric.	<b>21 out of 27 students (78%) received a 70% or higher.</b>	I will keep the assessment the same for the following semester, as I feel that it is effective.
4 (1)	4. Define the religious and philosophical traditions of Western Civilization and evaluate their impact on cultural change.	75% of students should score 70% or better on 5 common terms (defined and explained) embedded in quizzes or exams throughout the semester.		
2	5. Complete maps of Europe that identify the geography of Greece, Rome, and the Middle Ages.	75% of students should score 80% or better on assigned maps.		
3 (1,2)	6. 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 will demonstrate a "C" level of competence in two 250 word analyses of primary sources to be graded with a departmental rubric.	<b>23 out of 28 students (82%) received a 70% or higher.</b>	Work on clarification of the assignment and expectations concerning student performance.

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.	75% of students should score 70% or better on 10 common multiple choice questions embedded in quizzes or exams throughout the semester.		
1 (2)	2. Formulate a chronology of important developments in Western Civilization.	90% of students will score 70% or better on a timeline of Western Civilization.		
1 (2)	3. Explain institutional formation in early Western Civilization and its influence on cultural organization and control.	75% of students should demonstrate a “C” level competence in a 500 word essay to be scored with a departmental rubric.		
4 (1)	4. Define the religious and philosophical traditions of Western Civilization and evaluate their impact on cultural change.	75% of students should score 70% or better on 5 common terms (defined and explained) embedded in quizzes or exams throughout the semester.		
2	5. Complete maps of Europe that identify the geography of Greece, Rome, and the Middle Ages.	75% of students should score 80% or better on assigned maps.		
3 (1,2)	6. 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 will demonstrate a “C” level of competence in two 250 word analyses of primary sources to be graded with a departmental rubric.		

**December 2012**

<b>Institutional Learning Outcomes</b>	<b>Course Intended Outcomes</b>	<b>Means of Assessment and Criteria for Success</b>	<b>Summary of Data Collected</b>	<b>Use of Results</b>
<b>1</b>	1. Identify individuals and people groups that have contributed to the political, economic, and social development of Western Civilization.	75% of students should score 70% or better on 10 common multiple choice questions embedded in quizzes or exams throughout the semester.		
<b>1 (2)</b>	2. Formulate a chronology of important developments in Western Civilization.	90% of students will score 70% or better on a timeline of Western Civilization.		
<b>1 (2)</b>	3. Explain institutional formation in early Western Civilization and its influence on cultural organization and control.	75% of students should demonstrate a “C” level competence in a 500 word essay to be scored with a departmental rubric.		
<b>4 (1)</b>	4. Define the religious and philosophical traditions of Western Civilization and evaluate their impact on cultural change.	75% of students should score 70% or better on 5 common terms (defined and explained) embedded in quizzes or exams throughout the semester.		
<b>2</b>	5. Complete maps of Europe that identify the geography of Greece, Rome, and the Middle Ages.	75% of students should score 80% or better on assigned maps.		
<b>3 (1,2)</b>	6. 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 will demonstrate a “C” level of competence in two 250 word analyses of primary sources to be graded with a departmental rubric.	25 out of 27 students (93%) received a 70% or higher.	This was a useful and successful assessment.

**June 2012**

<b>Institutional Learning Outcomes</b>	<b>Course Intended Outcomes</b>	<b>Means of Assessment and Criteria for Success</b>	<b>Summary of Data Collected</b>	<b>Use of Results</b>
<b>1</b>	1. Identify individuals and people groups that have contributed to the political, economic, and social development of Western Civilization.	75% of students should score 70% or better on 10 common multiple choice questions embedded in quizzes or exams throughout the semester.	52% of students scored 70 % or better on multiple choice questions embedded in quizzes.	Instructors felt that multiple choice exams did not accurately reflect student learning and opted to use term definition and identification for the next assessment.
<b>1 (2)</b>	2. Formulate a chronology of important developments in Western Civilization.	90% of students will score 70% or better on a timeline of Western Civilization.	100% of students created timelines as part of an in-class cooperative learning activity. Students are allowed to then use the timelines as graphic organizers for the midterm and final exam essays.	Continue to utilize the timeline as a group activity and to encourage organizational skills.
<b>1 (2)</b>	3. Explain institutional formation in early Western Civilization and its influence on cultural organization and control.	75% of students should demonstrate a “C” level competence in a 500 word essay to be scored with a departmental rubric.	80 % of students scored “C” or better on two 500 word essays administered within the midterm and final examinations.	Continue to work on essay content and composition.
<b>4 (1)</b>	4. Define the religious and philosophical traditions of Western Civilization and evaluate their impact on cultural change.	75% of students should score 70% or better on 5 common terms (defined and explained) embedded in quizzes or exams throughout the semester.	85% of students averaged 80% or above on two terms-transubstantiation and astrolabe.	Continue vocabulary building in context of Western Civilization.
<b>2</b>	5. Complete maps of Europe that identify the geography of Greece, Rome, and the Middle Ages.	75% of students should score 80% or better on assigned maps.	Two quizzes and the final included map components of the Mediterranean and Western Europe. The average score for the three assessments was 80%.	Continue emphasis on geographical locations and their significance for the development of western civilization.
<b>3 (1,2)</b>	6. 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 will demonstrate a “C” level of competence in two 250 word analyses of primary sources to be graded with a departmental rubric.	Students completed a 500 word essay on ancient Rome using Google Earth Rome which utilizes computer-generated images of ancient Roman buildings and superimposes them on current photographs of the	Continue making links between ancient past as revealed through primary sources and modern history.

			city. 80% of students scored "C" or better on this analysis of the archaeological source.	
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