

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

Division: Social and Behavioral Sciences

Discipline/Program: History

Course Number and Name: HISTORY 086 World Civilization I – Prehistory to 1500

Program Contact Person: Son Nguyen

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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, 4	1, 2, 3, 4, 5	1. Define the basic components of culture and explain the impact of such factors in the development of early world civilization.	75% of students will score 70% or better on an essay analyzing the role and status of women in the Ancient World.	<p>Spring 2015: 43 out of 44 (98%) students received at least a 70% or better.</p> <p>Fall 2014: 27 out of 35 (77%) students received at least a 70% or better.</p>	<p>Spring 2015: <u>D. Gatlin</u> TO ASSESS THE ABILITY OF THE STUDENTS IN HISTORY 86 TO UNDERSTAND THE IMPORTANCE OF THE CHRONOLOGICAL UNFOLDING OF DECISIVELY SIGNIFICANT HISTORICAL DEVELOPMENTS. TO BE ABLE TO COMPARE AND CONTRAST THESE EVENTS ACROSS VASTS PERIODS OF TIME AND SPACE. HISTORY 86 IS "WORLD HISTORY", SO IT IS IMPORTANT TO ASSESS THE ABILITY OF STUDENTS IN THE COURSE TO UNDERSTAND THE SIMILIARITES AND DISSIMILARITES OF EVENTS WHICH OCCUR IN DIFFERENT GEOGRAPHICAL SETTINGS AT DIFFERENT CHRONOLOGICAL PERIODS. <u>M. Valadez</u> The objective was met. Students struggled with thesis statements. Will dedicate more class time on reviewing how to write strong thesis statements. Will strongly encourage students to attend academic workshops.</p> <p>Fall 2014: <u>Son Nguyen</u> Students did well on this assessment. An intense 2 class session workshop could be attributed to this success. Certainly, the in-class workshops will be replicated again. Citations and CMS formatting were weak in general and this is something that will be further emphasized in the future.</p>

1	1	2. Identify individuals and people groups that have contributed to the political, economic, and social development of world civilization up to 1500.	75% of students will score 70% on a set of broad, thematic multiple choice questions embedded into exams or quizzes.	<p>Spring 2015: 74 out of 93 (80%) students received at least a 70% or better.</p> <p>Fall 2014: 12 out of 31 (39%) students received at least a 70% or better.</p>	<p>Spring 2015: <u>D. Gatlin</u> TO EVALUATE THE SUCCESS OF THE STUDENTS IN HISTORY 86 IN LEARNING HOW TO COMPARE AND CONTRAST THE HISTORICAL DIVERSITY OF CULTURES AND CIVILIZATIONS ACROSS THE GLOBE. <u>A. Miles</u> To expand on and improve course curriculum. <u>S. Nguyen</u> -The results did not pass the criterion. Some students did very well and others did poorly. High stakes, comprehensive exams are difficult for students. However, in theory if they mastered it during the semester then it should translate to the final exam. Perhaps a comprehensive review could improve student improvement leading up to the final exam. -Online section did very well. The majority of the class passed the assessment easily. The online students seemed a bit more focused as a class overall. <u>M. Valadez</u> The objective was not met. Will revise lectures and explore the idea of having students present on individuals or groups that have shaped world civilizations.</p> <p>Fall 2014: <u>Son Nguyen</u> The questions were embedded into the final comprehensive exam. Students generally do not excel in those types of assessments. Will be exploring alternative assessments in future semesters.</p>
1, 2, 3, 4	1, 2, 3, 4, 5	3. Analyze the major world religions and philosophies and compare their implications for cultural development.	75% of students will score 70% or better on an essay analyzing the effects of religions/philosophies on cultural development.	<p>Spring 2015: 46 out of 65 (71%) students received at least a 70% or better.</p>	<p>Spring 2015: <u>S. Nguyen</u> -The threshold was accomplished albeit just slightly above the bare minimum of 75%. I will try to do another smaller writing assignment earlier in the semester to give students a chance to practice towards the larger, more serious essay. -The online section did not do as well as the face-to-face students. The regular courses have the luxury of live one on one instruction about the essay and the online students did not. <u>M. Valaldez</u> The objective was reached. Students struggled with thesis statements. Will spend more time in class explaining thesis statements and how to write strong and concise thesis statements.</p>

				<p>Fall 2014: 20 out of 23 (87%) students received at least a 70% or better.</p>	<p>Fall 2014: <u>Son Nguyen</u> This was the second essay assigned in the class. The expectation would be that students would do better than the first essay, which was indeed the case. Will be shooting for 100% rate in the future.</p>
2	1	4. Formulate a chronology of world history up to 1500.	<p>Distribute a list of 20 events that are significant in ancient World History. Embed “chronology checks” into class quizzes or tests. 75% of class will score a 70% or better on their chronology component of the class.</p>	<p>Spring 2015: 31 out of 94 (33%) students received at least a 70% or better.</p> <p>Fall 2014: 2 out of 31 (6%) students received at least a 70% or better.</p>	<p>Spring 2015: <u>A.Miles</u> To expand on and improve course curriculum. S. Nguyen -Not a single student passed this SLO. There must be more reinforcement of chronological perspective. Perhaps a couple of exercises in class throughout the semester could improve this SLO; particularly towards the end of the semester. -Online section did slightly better, but that’s not saying much. Chronology still remains a major problem. Will try to assign a specific assignment testing chronology skills. M. Valadez The goal was not reached. Will explore the idea of having students create a timeline online.</p> <p>Fall 204: <u>Son Nguyen</u> Chronology has always been the weak link. Will be integrating a new exercise in class to reinforce chronology. Perhaps a new assessment will be introduced as well.</p>
1, 2, 3	1, 2, 3, 4	5. Locate (in college library and internet) and differentiate between primary and secondary sources in World History. Use both source types to create and support an argument in historical writing.	75% of students will score 70% or better on an essay that utilizes both primary and secondary sources in their analysis.	<p>Spring 2015: 44 out of 64 (69%) students received at least a 70% or better.</p>	<p>Spring 2015: <u>S. Nguyen</u> The threshold was accomplished albeit just slightly above the bare minimum of 75%. I will try to do another smaller writing assignment earlier in the semester to give students a chance to practice towards the larger, more serious essay. -The online section did not do as well as the face-to-face students. The regular courses have the luxury of live one on one instruction about the essay and the online students did not. <u>M. Valadez</u> The objective was not reached. Will have a mandatory class meeting in the library to discuss primary and secondary sources. Will emphasize thesis statement and encourage students to attend academic workshops.</p>

				<p>Fall 2014: 20 out of 23 (87%) students received at least a 70% or better.</p>	<p>Fall 2014: <u>Son Nguyen</u> This was the second essay assigned in the class. The expectation would be that students would do better than the first essay, which was indeed the case. Will be shooting for 100% rate in the future.</p>
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Spring 2014

Institutional Mission & Goals	Course Intended Outcomes	Means of Assessment and Criteria for Success	Summary of Data Collected	Use of Results
1	1. Define the basic components of culture and explain the impact of such factors in the development of early world civilization.	75% of students will score 70% or better on an essay analyzing the role and status of women in the Ancient World.		
1	2. Identify individuals and people groups that have contributed to the political, economic, and social development of world civilization up to 1500.	75% of students will score 70% on a set of broad, thematic multiple choice questions embedded into exams or quizzes.	44% of students (19 out of 43) received at least a 70% or better on multiple choice questions.	<p>Nguyen: The class almost passed the assessment. Results improved from prior semesters. It was included in a comprehensive final exam, which is even more encouraging considering students had tons of information to retain. We will continue to emphasize the key elements of this course throughout the semester. This is promising.</p> <p>Garvin: Instructor gave the assessment as an extra credit assignment at the end of the semester. Need to distribute more effectively in future semesters.</p>
2	3. Analyze the major world religions and philosophies and compare their implications for cultural development.	75% of students will score 70% or better on an essay analyzing the effects of religions/philosophies on cultural development.	93% of students (14 out of 15) received at least a 70% or better	<p>Nguyen: The essay assignment was a success. Students were systematic and analytical in their approach. This assessment has been successful in recent semesters. An effort was made to increase the difficulty of the rubric and I think there will be another stringent revision of the rubric again for the next semester.</p>

<p>1</p>	<p>4. Formulate a chronology of world history up to 1500.</p>	<p>Distribute a list of 20 events that are significant in ancient World History. Embed “chronology checks” into class quizzes or tests. 75% of class will score a 70% or better on their chronology component of the class.</p>	<p>27% of students (6 out of 22) received at least a 70% or better</p>	<p>Students continue to struggle with chronology. We will implement at least one assignment or quiz more on chronology before the final exam to get students to prepare for these types of questions.</p>
<p>3</p>	<p>5. Locate (in college library and internet) and differentiate between primary and secondary sources in World History. Use both source types to create and support an argument in historical writing.</p>	<p>75% of students will score 70% or better on an essay that utilizes both primary and secondary sources in their analysis.</p>	<p>74% of students (17 out of 23) received at least a 70% or better</p>	<p>Garvin: Grades were used to see how well students comprehended primary sources and their relevance to the larger historical narrative.</p>

Revised Student Learning Outcomes for Fall 2013. *After a department-wide consultation as well as colleagues who teach HIST 86, the department decided to revise and condense the SLO's for this course. We believe, as a department, that some of the SLO's were repetitive and could be easily consolidated without compromising the substance and integrity of the course.

Institutional Mission & Goals	Course Intended Outcomes	Means of Assessment and Criteria for Success	Summary of Data Collected	Use of Results
1	1. Define the basic components of culture and explain the impact of such factors in the development of early world civilization.	90% of students will complete a comparative civilization chart and achieve a 70% or better.	80% of students (4 out of 5) received at least a 70% or better on this comparative chart.	The standard did not meet the minimum. Only a small section of students actually did the assignment as it was an extra credit assignment. If we attempt this again, it will have to be a mandatory assignment.
1	2. Identify individuals and people groups that have contributed to the political, economic, and social development of world civilization up to 1500.	75% of students will score 70% on a set of broad, thematic multiple choice questions embedded into exams or quizzes.	67% of students (12 out of 18) received at least a 70% or better on multiple choice questions.	We need to emphasize individual concepts better in class.
2	3. Analyze the major world religions and philosophies and compare their implications for cultural development.	75% of students will score 70% or better on an essay analyzing the effects of religions/philosophies on cultural development.	93% of (14 out of 15) students received at least a "C" or better on an essay that had students select two different religions and/or philosophies and articulate the cultural impact it had on society.	The standard passed. If we do this assessment again, a more stringent grading rubric will be applied.
1	4. Formulate a chronology of world history up to 1500.	Distribute a list of 20 events that are significant in ancient World History. Embed "chronology checks" into class quizzes or tests. 75% of class will score a 70% or better on their	67% of students (12 out of 18) received at least a 70% or better on multiple choice questions relating to chronology.	Chronology still remains a weakness and our colleagues agree that we all need to do a more persistent job of integrating chronology into our lectures beyond simply stating dates.

		chronology component of the class.		
3	5. Locate (in college library and internet) and differentiate between primary and secondary sources in World History. Use both source types to create and support an argument in historical writing.	75% of students will score 70% or better on an essay that utilizes both primary and secondary sources in their analysis.	See SLO #3	See SLO #3

June 2013

Institutional Mission & Goals	Course Intended Outcomes	Means of Assessment and Criteria for Success	Summary of Data Collected	Use of Results
1	1. Define the basic components of culture and explain the impact of such factors in the development of early world civilization.	90% of students will complete a comparative civilization chart and achieve a C or better according to a department rubric.	JUNE 2013 57% of (13 out of 23) students received at least a “C” or better on an essay with students using primary sources that dealt with cultural development and its implications on the Ancient World	JUNE 2013 As the first essay of the semester and most students having no clue on CMS, this is always a tough assignment. More emphasis will be given to formatting and writing explicitly for history papers
1	2. Identify individuals and people groups that have contributed to the political, economic, and social development of world civilization up to 1500.	75% of students will score 70% or better on an analytical essay: Pick one civilization and articulate how they have contributed to the social, economic, and political development of world history until 1500		
1	3. Evaluate institutional formation and its influence on cultural organization and control.	75% of students will score 80% or better on a 500- word essay discussing institutional formation in ancient World History. Scored with a department rubric.		
1	4. Analyze the major world religions and philosophies and compare their implications for cultural development.	90% of students will complete a world religion/philosophy chart comparing the major world religions and score a C or better according to a department rubric.	JUNE 2013 72% of (16 out of 22) students received at least a “C” or better on an essay with students using primary sources that dealt religion and	JUNE 2013 Students improved as this was their second essay and they received feedback. The average student does not know the basics of articulating an argument

		Actual Assessment: An essay using primary sources that pertains to the impact of religion on the early civilizations. 75% of students will receive a 70% or higher.	culture in the medieval period	and finding evidence to back it up.
1	5. Evaluate the process of cultural interaction and exchange.	75% of students will score 70% or better on an essay about cultural exchange and interaction in the classical world		
1	6. Formulate a chronology of world history up to 1500.	Distribute a list of 20 events that are significant in ancient World History. Embed “chronology checks” into class quizzes or tests. 90% of class will correctly place major events in correct chronological order.	10% of (3 out of 29) students passed a chronology component of the final exam.	This was taken during the final. Still no excuse. I will try to find other ways to get this chronology across to students. Perhaps a couple of exercises in class before the last exam.
3	7. Locate (in college library and internet) and differentiate between primary and secondary sources in World History. Use both source types to create and support an argument in historical writing.	75% of students will score 80% or better on an analysis of a primary source drawing on secondary reference materials scored according to a department rubric.	See SLO #1	See SLO #1

DATE: December 2012

Institutional Mission & Goals	Course Intended Outcomes	Means of Assessment and Criteria for Success	Summary of Data Collected	Use of Results
1	1. Define the basic components of culture and explain the impact of such factors in the development of early world civilization.	90% of students will complete a comparative civilization chart and achieve a C or better according to a department rubric.		
1	2. Identify individuals and people groups that have contributed to the political, economic, and social development of world civilization up to 1500.	75% of students will score 70% or better on an analytical essay: Pick one civilization and articulate how they have contributed to the social, economic, and political development of world history until 1500		
1	3. Evaluate institutional formation and its influence on cultural organization and control.	75% of students will score 80% or better on a 500- word essay discussing institutional formation in ancient World History. Scored with a department rubric.		
1	4. Analyze the major world religions and philosophies and compare their implications for cultural development.	90% of students will complete a world religion/philosophy chart comparing the major world religions and score a C or better according to a department rubric. <i>Actual Assessment: 8 page essay on the impact of religion on the early civilizations. 75% of students will receive a</i>	FALL 2012: 89% (42 out of 47) students received a 70% or higher on this essay.	FALL 2012: Students did well on most facets of the essay. CMS style was still a weakness and more work needs to be done in that area. I will continue to cycle through this assessment another semester or two and move on.

		70% or higher.		
1	5. Evaluate the process of cultural interaction and exchange.	75% of students will score 70% or better on an essay about cultural exchange and interaction in the classical world		
1	6. Formulate a chronology of world history up to 1500.	Distribute a list of 20 events that are significant in ancient World History. Embed “chronology checks” into class quizzes or tests. 90% of class will correctly place major events in correct chronological order.		
3	7. Locate (in college library and internet) and differentiate between primary and secondary sources in World History. Use both source types to create and support an argument in historical writing.	75% of students will score 80% or better on an analysis of a primary source drawing on secondary reference materials scored according to a department rubric.	See SLO #4	See SLO #4

Date: June 2012

Institutional Mission & Goals	Course Intended Outcomes	Means of Assessment and Criteria for Success	Summary of Data Collected	Use of Results
1	1. Define the basic components of culture and explain the impact of such factors in the development of early world civilization.	90% of students will complete a comparative civilization chart and achieve a C or better according to a department rubric.		
1	2. Identify individuals and people groups that have contributed to the political, economic, and social development of world civilization up to 1500.	75% of students will score 70% or better on an analytical essay: Pick one civilization and articulate how they have contributed to the social, economic, and political development of world history until 1500	SPRING 2012: 69% (36 out of 52) students received a 70% or higher on this essay.	SPRING 2012: We were close this semester but not quite there at the 75% clip. It was a marked improvement from prior semesters. I spent more time go over CMS format in class and this was also the second essay students did in the class. I will make a point to dedicate more time on overall strategies to writing a history essay.
1	3. Evaluate institutional formation and its influence on cultural organization and control.	75% of students will score 80% or better on a 500- word essay discussing institutional formation in ancient World History. Scored with a department rubric.		
1	4. Analyze the major world religions and philosophies and compare their implications for cultural development.	90% of students will complete a world religion/philosophy chart comparing the major world religions and score a C or better according to a department rubric.		
1	5. Evaluate the process of	75% of students will	55% (32 out of 58)	Most students struggled

	cultural interaction and exchange.	score 70% or better on an essay about cultural exchange and interaction in the classical world	students received a 70% or higher on this essay	with formatting and specific history writing. I will be doing writing workshops much earlier in the next semester.
1	6. Formulate a chronology of world history up to 1500.	Distribute a list of 20 events that are significant in ancient World History. Embed “chronology checks” into class quizzes or tests. 90% of class will correctly place major events in correct chronological order.		
3	7. Locate (in college library and internet) and differentiate between primary and secondary sources in World History. Use both source types to create and support an argument in historical writing.	75% of students will score 80% or better on an analysis of a primary source drawing on secondary reference materials scored according to a department rubric.	See SLO #2 and #5	See SLO #2 and #5

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

Division: Social and Behavioral Sciences

Discipline/Program: History

Course Number and Name: HISTORY 086 World Civilization I – Prehistory to 1500

Program Contact Person: Son Nguyen

Phone: x4584

Reviewed by: Lora Lane, SLO Assessment Coordinator

Date: December, 2011

Attach additional pages as necessary.

Institutional Learning Outcomes	Course Intended Outcomes	Means of Assessment and Criteria for Success	Summary of Data Collected	Use of Results
1	1. Define the basic components of culture and explain the impact of such factors in the development of early world civilization.	90% of students will complete a comparative civilization chart and achieve a C or better according to a department rubric.	Spring 2009: 88% of students completed and scored better than a C on a comparative civilization chart.	Continue to use chart as a study tool to reinforce and review student learning throughout the course.
1	2. Identify individuals and people groups that have contributed to the political, economic, and social development of world civilization up to 1500.	75% of students will score 80% or better on 10 common multiple choice questions embedded in tests or quizzes throughout the semester.		
1	3. Evaluate institutional formation and its influence on cultural organization and control.	75% of students will score 80% or better on a 500- word essay discussing institutional formation in ancient World History. Scored with a department rubric.	Spring 2009: 75% of students scored 80% or better on a 250 word essay explaining the influence of the papacy and the Roman Catholic Church on the social, cultural, and economic development of Western Europe. Fall 2010: 50% of students scored 80% or better on a 550 word essay explaining the influence of the papacy and the Roman Catholic Church on the social, cultural, and economic development of Western Europe.	Continue lecture/discussion on relationship between Christianity and western development. Fall 2010: Better preparation and explanation of essay formatting, structure, and writing. Spending more time in class to support students with writing functions. Schedule a library session to get students better acclimated to resources available. More emphasis on cause

				and effect analysis of religion and Catholic Church
1	4. Analyze the major world religions and philosophies and compare their implications for cultural development.	75% of students will score 80% or better on a 500- word essay explaining the interaction of two civilizations and the subsequent interaction and exchange. Scored according to a department rubric.	<p>Spring 2011 2 out of 4 sections 72% of students (34 out of 47) scored 80% or better on a 5 page essay describing the economic and religious developments along the Silk Roads.</p> <p>Spring 2009 85% of students scored 80% or better on a 250 word essay describing the cultural, technological, and religious exchange that occurred along the Silk Roads.</p>	<p>A half day in class tutorial will continue to occur along with a library tutorial. I will need to implement individual tutoring for students, especially those who have not written in a long time or do not know Chicago style formatting.</p> <p>Spring 2009 Continue to demonstrate with PowerPoint and film the exchange occurring on the Silk Roads.</p>
1	5. Evaluate the process of cultural interaction and exchange.	75% of students will score 80% or better on a 500- word essay explaining the interaction of two civilizations and the subsequent interaction and exchange. Scored according to a department rubric.	<p>Spring 2011 2 out of 4 sections 72% of students (34 out of 47) scored 80% or better on a 5 page essay describing the economic and religious developments along the Silk Roads.</p> <p>Spring 2009 85% of students scored 80% or better on a 250 word essay describing the cultural, technological, and religious exchange that occurred along the Silk Roads.</p>	<p>A half day in class tutorial will continue to occur along with a library tutorial. I will need to implement individual tutoring for students, especially those who have not written in a long time or do not know Chicago style formatting.</p> <p>Spring 2009 Continue to demonstrate with PowerPoint and film the exchange occurring on the Silk Roads.</p>
1	6. Formulate a chronology of world history up to 1500.	Distribute a list of 20 events that are significant in ancient World History. Embed “chronology checks” into class quizzes or tests. 90% of class will correctly place major events in correct chronological order.	Fall 2011: 47% of students (36 out of 76) correctly placed major events in chronological order.	Students did not do well on chronology at all. This is a major weakness for most students of history. Visuals in class with place more emphasis on time period, especially relative to other events occurring around the globe.
3	7. Locate (in college library and internet) and differentiate between primary and secondary sources in World History. Use both source types to create and support an	75% of students will score 80% or better on an analysis of a primary source drawing on secondary reference materials scored according to a department rubric.	Spring 2011: See #5	See #5

	argument in historical writing.			
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