

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

**Division: Social and Behavioral Sciences**

**Discipline/Program: History**

**Course Number and Name: HISTORY 087 World Civilization II-1500 to Present**

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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, 2, 3, 4	1, 2, 5	1. Identify individuals and people groups that have contributed to the political, economic, and social development of world civilizations from 1500 to the present.	75% of students will score a “C” or better on 10 matching or true/false questions embedded in tests or quizzes throughout the semester. OR 75% students will receive a 70% or better on a 3-5 page analytical essay on the Atlantic Slave Trade and European Colonization of the Americas.	<b>Spring 2015:</b> N/A  <b>Spring 2014:</b> 19 out of 23 students (83%) of students scored a “C” or better on this assessment.	<b>Spring 2015:</b> N/A  <b>Spring 2014:</b> J. Smith: Students on the final paper seemed to do well with the analytical essay format when dealing with primary sources. Although some had difficulty with the initial concepts, a discussion of historical sources through a paper topic proposal and source comparison activities appeared to help. L. Chee: SLO#1 – Matching key figures with their place in history, seemed easy for students, 92% passed, 83% received perfect scores in a multiple choice test.
1	1	2. Formulate a chronology of Modern World History.	5-10 multiple choice questions pertaining to chronology in modern World History. 90% of class will receive a “C” or better on this assessment	<b>Spring 2015:</b> N/A  <b>Fall 2014:</b> N/A  <b>Spring 2014:</b> 27 out of 31 students (87%) of students scored a “C” or better on this assessment.	<b>Spring 2015:</b> N/A  <b>Fall 2014:</b> N/A  <b>Spring 2014:</b> J. Smith: This seems to be a good exercise to cover multiple themes in the discussion of nation states and should be considered for the next semester. A discussion of the competing theories and outlooks at the time (conservatism, nationalism, socialism, liberalism) and an activity discussing how they fit together seems to have returned good results. L. Chee: SLO#2, to formulate a chronology of modern world history 100% passed the assessment. The course covers historical concepts of change over time, so they were well trained in formulating a chronology of modern world history.

1, 2, 3, 4	1, 2, 3, 4, 5	3. Define the central components of industrialization, analyze its worldwide influence, and the resulting economic philosophies and systems.	75% of students will score a “C” or better on a 3-5 page essay focusing on industrialization. Scored according to a departmental rubric.	<p><b>Spring 2015:</b> N/A</p> <p><b>Fall 2014:</b> 16 out of 16 (100%) students received at least a 70% or better.</p>	<p><b>Spring 2015:</b> N/A</p> <p><b>Fall 2014:</b> D. Gatlin-TO ASSESS THE STUDENTS' UNDERSTANDING OF MODERN WORLD GEO-POLITICS THROUGH AN ESSAY ASSIGNMENT WHICH CHALLENGES THEIR ABILITY TO ASCERTAIN AND ANALYZE THE MOST IMPORTANT DETERMINING FACTORS WHICH HAVE SHAPED AND CONTOURED THE CONTEMPORARY WORLD, 1500-THE PRESENT.</p>
1	1	4. Clarify the motivations and results of global imperialism, colonization, and modern independence movements throughout the world.	75% of students will complete a map identifying the focus of European and Asian imperialism and a chart clarifying the motivation and worldwide repercussions of this movement. Scored according to department rubric.	<p><b>Spring 2015:</b> N/A</p> <p><b>Fall 2014:</b> 18 out of 18 (100%) students received at least a 70% or better</p>	<p><b>Spring 2015:</b> N/A</p> <p><b>Fall 2014</b> D. Gatlin-TO ASSESS THE STUDENTS' UNDERSTANDING OF MODERN WORLD GEO-POLITICS.</p>
1, 2, 3, 4	1, 2, 3, 4, 5	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 a “C” or better on an analysis of a primary source drawing on secondary reference materials. Scored according to department rubric.	<p><b>Spring 2015:</b> N/A</p> <p><b>Fall 2014:</b> 16 out of 16 (100%) students received at least a 70% or better.</p>	<p><b>Spring 2015:</b> N/A</p> <p><b>Fall 2014:</b> D. Gatlin-TO ASSESS THE STUDENTS' UNDERSTANDING OF MODERN WORLD GEO-POLITICS THROUGH AN ESSAY ASSIGNMENT WHICH CHALLENGES THEIR ABILITY TO ASCERTAIN AND ANALYZE THE MOST IMPORTANT DETERMINING FACTORS WHICH HAVE SHAPED AND CONTOURED THE CONTEMPORARY WORLD, 1500-THE PRESENT.</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 world civilizations from 1500 to the present.	75% of students will score a “C” or better on 10 matching or true/false questions embedded in tests or quizzes throughout the semester.  OR  75% students will receive a 70% or better on a 3-5 page analytical essay on the Atlantic Slave Trade and European Colonization of the Americas.	<b>19 out of 23 students (83%) of students scored a “C” or better on this assessment.</b>	J. Smith: Students on the final paper seemed to do well with the analytical essay format when dealing with primary sources. Although some had difficulty with the initial concepts, a discussion of historical sources through a paper topic proposal and source comparison activities appeared to help.  Chee: SLO#1 – Matching key figures with their place in histor, seemed easy for students, 92% passed, 83% received perfect scores in a multiple choice test.
1	2. Formulate a chronology of Modern World History.	5-10 multiple choice questions pertaining to chronology in modern World History. 90% of class will receive a “C” or better on this assessment	<b>27 out of 31 students (87%) of students scored a “C” or better on this assessment.</b>	J. Smith: This seems to be a good exercise to cover multiple themes in the discussion of nation states and should be considered for the next semester. A discussion of the competing theories and outlooks at the time (conservatism, nationalism, socialism, liberalism) and an activity discussing how they fit together seems to have returned good results.  Chee: SLO#2, to formulate a chronology of modern world history 100% passed the assessment. The course covers historical concepts of change over time, so they were well trained in formulating a chronology of modern world history.
1	3. Define the central components of industrialization, analyze its worldwide influence, and the resulting economic philosophies and systems.	75% of students will score a “C” or better on a 3-5 page essay focusing on industrialization. Scored according to a departmental rubric.		
1	4. Clarify the motivations and results of global imperialism, colonization, and modern independence movements throughout the world.	75% of students will complete a map identifying the focus of European and Asian imperialism and a chart clarifying the motivation and worldwide repercussions of this movement. Scored according to department rubric.	<b>5 out of 10 students (50%) of students scored a “C” or better on this assessment.</b>	J. Smith: Scores on this assessment need to be raised, although the sample size is small (the class was on the small side), the combination of these ideas and ideologies in the industrial revolution could be flushed out better perhaps through an extra assignment that has more direct assessment coupled with the essay format.
3	5. Locate (in college library and internet) and differentiate between	75% of students will score a “C” or better on an analysis of a primary source		

	primary and secondary sources in World History. Use both source types to create and support an argument in historical writing.	drawing on secondary reference materials. Scored according to department rubric.		
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**Revised Student Learning Outcomes for Fall 2013. \*After a department-wide consultation as well as colleagues who teach HIST 87, 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 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 world civilizations from 1500 to the present.	75% of students will score a "C" or better on 10 matching or true/false questions embedded in tests or quizzes throughout the semester.  <b>MODIFIED:</b> 75% students will receive a 70% or better on a ten-page analytical essay on the Atlantic Slave Trade and European Colonization of the Americas.	<b>24 out of 50 students (48%) of students scored a "C" or better on this assessment.</b>	-Need to focus more on physical geography of the period. -Focus more on the content contained in the questions.
1	2. Formulate a chronology of Modern World History.	5-10 multiple choice questions pertaining to chronology in modern World History. 90% of class will receive a "C" or better on this assessment	<b>11 out of 24 students (46%) of students scored a "C" or better on this assessment.</b>	Put greater emphasis on placing events in proper historical periodization.
1	3. Define the central components of industrialization, analyze its worldwide influence, and the resulting economic philosophies and systems.	75% of students will score a "C" or better on a 3-5 page essay focusing on industrialization. Scored according to a departmental rubric.	<b>17 out of 20 students (85%) of students scored a "C" or better on this assessment.</b>	Put greater emphasis on rubric of the assignment.
1	4. Clarify the motivations and results of global imperialism, colonization, and modern independence movements throughout the world.	75% of students will complete a map identifying the focus of European and Asian imperialism and a chart clarifying the motivation and worldwide repercussions of this movement. Scored according to department rubric.	<b>4 out of 25 students (16%) of students scored a "C" or better on this assessment.</b>	Need to assess students comprehension of global geography.
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 a "C" or better on an analysis of a primary source drawing on secondary reference materials. Scored according to department rubric.	<b>12 out of 18 students (67%) of students scored a "C" or better on this assessment.</b>	Work more on critical analysis of these primary sources for complete comprehension.

**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 world civilizations from 1500 to the present.	75% of students will score 80% or better on 20 matching or true/false questions embedded in tests or quizzes throughout the semester.  <b>MODIFIED:</b> 75% students will receive a 70% or better on a ten-page analytical essay on the Atlantic Slave Trade and European Colonization of the Americas.	<b>JUNE 2013:</b>  19 out of 24 students (79%) received a score of 70% or better on an analytical essay using primary sources pertaining to the Atlantic Slave Trade and European Colonization of the Americas.	<b>JUNE 2013:</b>  While we met the assessment criteria, passing rates were down from the previous semester. Still, two consecutive semesters of meeting assessment goals is in itself a hard fought victory from where we were before. We will continue to fight on and improve.
1	2. Analyze the formation of the nation-state in the modern period and its implications for world development.	75% of students will score 80% or better on 5 common multiple choice questions embedded in tests or quizzes throughout the semester.		
1	3. Formulate a chronology of Modern World History.	90% of students will complete a historical timeline that places a specific historical events from the modern period in correct chronological order.		
1	4. Define the central components of industrialization, analyze its worldwide influence, and the resulting economic philosophies and systems.	75% of students will score 80% or better on a 3-5 page essay focusing on industrialization. Scored according to a departmental rubric.		
1	5. Clarify the motivations and results of global imperialism, colonization, and modern independence movements throughout the world.	90% of students will complete a map identifying the focus of European and Asian imperialism and a chart clarifying the motivation and worldwide repercussions of this movement. Scored according to department rubric.	<b>JUNE 2013:</b>  24 out of 25 students (96%) received a score of 70% or better on an essay using primary sources on modern imperialism and independence movements	<b>JUNE 2013:</b>  This essay was partially successful because I made the topic approachable and relatable to students while still maintaining the rigors of the SLO. We will continue to use in the future.
3	6. 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 department rubric.	<b>JUNE 2013:</b>  See SLO#1	<b>JUNE 2013:</b>  See SLO#1

**DATE: 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 world civilizations from 1500 to the present.	75% of students will score 80% or better on 20 matching or true/false questions embedded in tests or quizzes throughout the semester.  <b>MODIFIED:</b> 75% students will receive a 70% or better on a ten-page analytical essay on the Atlantic Slave Trade and European Colonization of the Americas.	<b>FALL 2012:</b>  39 out of 43 students (91%) received a score of 70% or better on a ten-page analytical essay on the Atlantic Slave Trade and European Colonization of the Americas.	<b>FALL 2012:</b>  This represented a dramatic improvement from the prior year. The results can be attributed to more time spent in class going over analysis, formatting, and overall history writing. The only drawback was less time for content. The balancing act is critical.
1	2. Analyze the formation of the nation-state in the modern period and its implications for world development.	75% of students will score 80% or better on 5 common multiple choice questions embedded in tests or quizzes throughout the semester.		
1	3. Formulate a chronology of Modern World History.	90% of students will complete a historical timeline that places a specific historical events from the modern period in correct chronological order.		
1	4. Define the central components of industrialization, analyze its worldwide influence, and the resulting economic philosophies and systems.	75% of students will score 80% or better on a 3-5 page essay focusing on industrialization. Scored according to a departmental rubric.		
1	5. Clarify the motivations and results of global imperialism, colonization, and modern independence movements throughout the world.	90% of students will complete a map identifying the focus of European and Asian imperialism and a chart clarifying the motivation and worldwide repercussions of this movement. Scored according to department rubric.		
3	6. 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 department rubric.	<b>FALL 2012:</b>  See SLO#1	<b>FALL 2012:</b>  See SLO#1

**DATE: 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 world civilizations from 1500 to the present.	75% of students will score 80% or better on 20 matching or true/false questions embedded in tests or quizzes throughout the semester.  <b>MODIFIED:</b> 75% students will receive a 70% or better on a ten-page analytical essay on the Atlantic Slave Trade and European Colonization of the Americas.	Fall 2011: 18 out of 33 students (54%) received a score of 70% or better on a ten-page analytical essay on the Atlantic Slave Trade and European Colonization of the Americas.	Perhaps a 1.5 day in-class workshop might be in order. Peer evaluations with a scaffolding method for due dates (thesis, outline, first draft, etc.) might be implemented on the next run. Further refining of the Chicago-style formatting workshop will also be necessary.
1	2. Analyze the formation of the nation-state in the modern period and its implications for world development.	75% of students will score 80% or better on 5 common multiple choice questions embedded in tests or quizzes throughout the semester.		
1	3. Formulate a chronology of Modern World History.	90% of students will complete a historical timeline that places a specific historical events from the modern period in correct chronological order.		
1	4. Define the central components of industrialization, analyze its worldwide influence, and the resulting economic philosophies and systems.	75% of students will score 80% or better on a 3-5 page essay focusing on industrialization. Scored according to a departmental rubric.		
1	5. Clarify the motivations and results of global imperialism, colonization, and modern independence movements throughout the world.	90% of students will complete a map identifying the focus of European and Asian imperialism and a chart clarifying the motivation and worldwide repercussions of this movement. Scored according to department rubric.  <b>MODIFIED:</b> 75% of students will score 80% or better on an analysis of a primary source drawing on secondary reference materials. Scored according to department rubric.	Fall 2011: 15 out of 28 students (54% of students) received an 80% or higher on 500-word essay comparing and contrasting Indian and American Civil Rights movements in the 20 <sup>th</sup> century.	Students performed slightly better this year compared to last year. However, the criterion for success is still far away. Potential strategies to consider for implementation are as follows:  -A longer in-class workshop -Structured due dates and deadlines -In-class peer evaluations
3	6. 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 department rubric.	Fall 2011: 15 out of 28 students (54% of students) received an 80% or higher on 500-word essay comparing and contrasting Indian and American Civil	Students performed slightly better this year compared to last year. However, the criterion for success is still far away. Potential strategies to consider for implementation are as follows:

			Rights movements in the 20 <sup>th</sup> century.	<ul style="list-style-type: none"><li>-A longer in-class workshop</li><li>-Structured due dates and deadlines</li><li>-In-class peer evaluations</li></ul>
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Date: September 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 world civilizations from 1500 to the present.	75% of students will score 80% or better on 20 matching or true/false questions embedded in tests or quizzes throughout the semester.	<p><b>Spring 2009:</b> 88% of students correctly matched individuals and organizations to their contributions to world civilization embedded in five quizzes throughout the semester.</p> <p><b>Fall 2010:</b> 80% of students correctly matched 80% of individuals and organizations to their contributions to world civilization embedded in three exams throughout the semester.</p>	<p><b>Spring 2009:</b> Continue to make connections between the role of individuals and organizations in world history and their contribution to world development.</p> <p><b>Fall 2010:</b> Continue to focus and emphasize on lessons related to economic and social aspects as those parts were where students were strongest. More emphasis on connecting the political aspects as that showed the areas where students were weakest.</p>
1	2. Analyze the formation of the nation-state in the modern period and its implications for world development.	75% of students will score 80% or better on 5 common multiple choice questions embedded in tests or quizzes throughout the semester.	<p><b>Spring 2009:</b> 60 % of students scored 80% or better on 10 multiple choice questions embedded in five quizzes throughout the semester.</p> <p><b>Fall 2010:</b> 55 % of students scored 80% or better on 10 multiple choice questions embedded in three exams throughout the semester.</p>	<p><b>Spring 2009:</b> Reorganize class materials to allow more time and focus on the nation-state and its formation.</p> <p><b>Fall 2010:</b> Find better comparisons to present day concepts and events for this outcome.</p>
1	3. Formulate a chronology of Modern World History.	90% of students will complete a historical timeline that places a specific historical events from the modern period in correct chronological order.	<p><b>Spring 2009:</b> 92% of students correctly placed 10 events from modern world history in chronological order on five quizzes administered throughout the semester.</p>	<p><b>Spring 2009:</b> Continue to refer to timelines provided on-line and within text to insure ongoing placement of events in modern world history.</p>
1	4. Define the central components of industrialization, analyze its worldwide influence, and the resulting economic philosophies and systems.	75% of students will score 80% or better on a 3-5 page essay focusing on industrialization. Scored according to a departmental rubric.		
1	5. Clarify the motivations and results of global imperialism, colonization, and modern independence movements throughout the world.	90% of students will complete a map identifying the focus of European and Asian imperialism and a chart clarifying the motivation and	<p><b>Spring 2009:</b> 89% of students correctly identified areas imperialized by Western European countries and Japan in Africa and Southeast Asia and as a class activity</p>	<p><b>Spring 2009:</b> Shift this assignment to the computer lab and use Google earth to liven this up. And make it more relevant to current geography.</p>

		worldwide repercussions of this movement. Scored according to department rubric.	completed a chart clarifying the motives, tactics, and repercussions of imperialism in these regions.	
3	6. 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 department rubric.	<p><b>Spring 2009:</b> 63% of students scored 80% or better on an essay evaluating the Cold War rhetoric of Stalin, Churchill, and Truman.</p> <p><b>Spring 2011:</b> 25 students participating 88% scored “C” or better on an 5 paragraph essay based on primary and secondary sources.</p> <p><b>Fall 2010:</b> 42% of students received an 80% or higher on 500-word essay comparing and contrasting Indian and American Civil Rights movements in the 20<sup>th</sup> century.</p>	<p><b>Spring 2009:</b> Review the primary documents more thoroughly in class with small group discussions prior to the due date of the essay.</p> <p><b>Spring 2011:</b> Further emphasize essay organization and thesis formation; distinguish between primary and secondary sources. Use library orientation to strengthen research skills.</p> <p><b>Fall 2010:</b> 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. Focus on comparative analysis aspect of lesson in class.</p>