HIST 104B Western Civilization With a World Perspective From 1600. 
– Spring 2012

Course SLOs
1. Give examples of the emergence of national-states and their transformation to nationalism in class and on exam.
2. Explain on an exam and in class the change from speculative thought to science.
3. Comment to the class on literature, music and art from various historical periods and in diverse political cultures.
4. Name some of the historical conflicts of the past five hundred years.
5. Examine in various monographs the major forces of modern history: capitalism, science, nationalism, imperialism, industrialism, Marxism, terrorism and future shock.
6. Identify in the group meeting various modern and contemporary political systems.

Indicate planned course assessment strategies
Other

Other
Heather McCarty is assessing this course as it is only taught by adjuncts. Heather used the paper topics and paper grades of Steve Hanna's Spring 2012 H104B course to assess course SLOs 1, 2, 3, and 4.

Describe the criteria and/or performance standards used to appraise student work.
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Steve Hanna assigns 2 papers over the course of the semester. Heather McCarty is using the second paper assignment as a means to assess the course SLOs. The second paper topic was chosen because the paper assignment is identical in format, and only the topics differ. So the second paper means that students are attempting this assignment for the second time, and therefore the have received feedback on the first paper attempts. This in a way, reinforces the skills learned on the first paper assignment.

Hanna prepares 6 possible paper topics on paper 2 for his students. All of the questions ask students to assess the significance of key social, political, and/or economic forces (SLO 1) as well as address cause and effect (SLO 2).
Students are also required to locate and analyze at least two secondary sources and 1 primary source to construct their historical hypothesis (SLOs 3 and 4). Please see the attached Paper Topics H104B.

The paper is structured into stages. First students turn in their sources and topics, next they turn in an outline and thesis statement, then a rough draft, and lastly their final draft. The final grades on the paper assignment are used as the assessment of student achievement of these SLOs.

**Enter assessment results and analyze student success in achieving course SLOs.**

Students earning a passing grade needed to construct a historical thesis (SLO 4), analyze and interpret primary and secondary sources (SLO 3), and answer a question requiring them to address cause and effect and key events and forces (SLO 1 and SLO 2).

Of the 21 students in the course, 28% earned As, 29% earned Bs, 24% earned Cs, 0% earned Ds, 5% earned Fs, and 14% did not turn in the assignment at all. This means that 81% of the class is mastering all of the course SLOs.

**Describe revisions in curriculum or teaching strategies implemented to promote student success.**

No revisions at this time.

**Future Action (Improvements)**

Maintain current student learning plan