

Students Learning Outcome and Assessment Plan Rio Hondo College

Department/program: History/ Division of Social Science, Humanities and Philosophy

Date: 8/26/07

Course title/number: History 102: World Civilization since 1500

Participating Faculty: History faculty members

Student Learning Outcome: In a written assignment on a major historical topic relating to the history of world civilization after 1500AD, the student will demonstrate logical development, marshal appropriate and meaningful supportive evidence, and discuss historical context and significance. The question that the student will address in their work will focus on one of the following general topics to be selected by the individual instructor: World developments prior to 1500 which both distinguished the pre-1500 world from the post-1500 one, and which set the stage for the coming of the post-1500 modern world; identifying the key central features of the modern post-1500 world economic, political, and social order, and then examining their content, development, and evolution until 1900; the coming of the 20th century world environment and its development into the opening of the 21st century.

Collection and Evaluation Process:

The instructor will evaluate the written assignments using the rubric and collect and compare samples of each level (1-3) of work, and seek feedback by sharing this information with other history instructors. Changes being considered (if any): Instructors will compare findings and evaluate effectiveness of rubric, choice of terms and areas where students excelled and areas that require more attention.

Review and recommendations: Changes are not being considered at this time.

Scheduled completion date: Fall, 2007

The following will serve as the rubric for this SLO:

SLO FORMAT – RUBRIC FOR HISTORY COURSES

OBJECTIVE:	EXCELLENT	SATISFACTORY	NEEDS WORK
<p>STANDARD 1:</p> <p>The student will discuss the topic showing logical development and critical thinking,</p>	<p>The student develops the topic in a logical and meaningful way.</p>	<p>The student demonstrates some sense of connection of ideas to the topic but lacks clarity and precision in the discussion.</p>	<p>The student’s discussion is a random collection of ideas without connection or meaning.</p>
<p>STANDARD 2</p> <p>The student will incorporate at least four major points or supportive evidence in the development of the written assignment.</p>	<p>The student incorporates at least four major ideas in the development of the written assignment.</p>	<p>The student incorporates at least two major ideas in the development of the written assignment.</p>	<p>The student is unable to incorporate at least two major ideas in the development of the written assignment.</p>

<p>STANDARD 3</p> <p>The student will place the subject in its historical context and demonstrate an understanding of the historical significance of the topic.</p>	<p>The student presents a meaningful analysis of the historical significance of the topic and places the topic in proper historical context.</p>	<p>The student is able to present meaningful analysis of the historical significance of the topic or can place the topic in proper historical context but cannot do both.</p>	<p>The student is able neither to present meaningful analysis of the historical significance of the topic nor place the topic in proper historical context.</p>
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