

**Course Assessment Report  
Washtenaw Community College**

Discipline	Course Number	Title
History	202	HST 202 06/18/2019- United States History Since 1877
Division	Department	Faculty Preparer
Humanities, Social and Behavioral Sciences	Social Sciences	John Kerr
Date of Last Filed Assessment Report		

**I. Review previous assessment reports submitted for this course and provide the following information.**

1. Was this course previously assessed and if so, when?

Yes

Fall, 2006.

2. Briefly describe the results of previous assessment report(s).

82 percent improved by an average of 58 percent from pre-test to post-test.

Strengths were the Civil Rights Movement and the New Deal.

Weaknesses concerned foreign affairs and chronology.

3. Briefly describe the Action Plan/Intended Changes from the previous report(s), when and how changes were implemented.

Create study guides to help student focus on shortcomings.

**II. Assessment Results per Student Learning Outcome**

Outcome 1: Identify examples of cause and effect relationships in events that influenced the development of the United States from 1877.

- Assessment Plan
  - Assessment Tool: Departmental exam
  - Assessment Date: Winter 2019

- Course section(s)/other population: All sections
- Number students to be assessed: Random sample of 50% of all students with a minimum of one full section
- How the assessment will be scored: Answer key
- Standard of success to be used for this assessment: 70% of the students will score 70% or higher
- Who will score and analyze the data: Departmental faculty

1. Indicate the Semester(s) and year(s) assessment data were collected for this report.

Fall (indicate years below)	Winter (indicate years below)	SP/SU (indicate years below)
	2019	

2. Provide assessment sample size data in the table below.

# of students enrolled	# of students assessed
65	39

3. If the number of students assessed differs from the number of students enrolled, please explain why all enrolled students were not assessed, e.g. absence, withdrawal, or did not complete activity.

65 students were enrolled in three different sections, and data was collected from two sections, taught by different instructors. Moving forward, data will be collected from all sections.

4. Describe how students from all populations (day students on campus, DL, MM, evening, extension center sites, etc.) were included in the assessment based on your selection criteria.

Students from both modalities (face-to-face and distance learning) were included.

5. Describe the process used to assess this outcome. Include a brief description of this tool and how it was scored.

From each outcome, students answered four multiple choice questions, and a score of at least three-of-four was necessary for success.

6. Briefly describe assessment results based on data collected for this outcome and tool during the course assessment. Discuss the extent to which students achieved this learning outcome and indicate whether the standard of success was met for this outcome and tool.

Met Standard of Success: Yes

29 of the 39 students (74%) scored at least three out of four (75%) on the questions.

7. Based on your interpretation of the assessment results, describe the areas of strength in student achievement of this learning outcome.

Strength: Events of post WWII era. Students understood the cause/effect relationship of events after WWII rather well.

8. Based on your analysis of student performance, discuss the areas in which student achievement of this learning outcome could be improved. If student met standard of success, you may wish to identify your plans for continuous improvement.

Weakness: Prosperity of the 1920s and the depression of the 1930s. Students struggled to grasp the economic/financial causes of these events.

This will be addressed through the use of pointed study guide questions, which the students will submit and for which the instructor will provide feedback.

Outcome 2: Identify prominent people-both individuals and groups-and the roles they played in the historical development of the United States since 1877.

- Assessment Plan
  - Assessment Tool: Departmental exam
  - Assessment Date: Winter 2019
  - Course section(s)/other population: All sections
  - Number students to be assessed: Random sample of 50% of all students with a minimum of one full section
  - How the assessment will be scored: Answer key
  - Standard of success to be used for this assessment: 70% of the students will score 70% or higher
  - Who will score and analyze the data: Departmental faculty

1. Indicate the Semester(s) and year(s) assessment data were collected for this report.

Fall (indicate years below)	Winter (indicate years below)	SP/SU (indicate years below)
	2019	

2. Provide assessment sample size data in the table below.

# of students enrolled	# of students assessed
65	39

3. If the number of students assessed differs from the number of students enrolled, please explain why all enrolled students were not assessed, e.g. absence, withdrawal, or did not complete activity.

65 students were enrolled in three different sections, and data was collected from two sections, taught by different instructors. Moving forward, data will be collected from all sections.

4. Describe how students from all populations (day students on campus, DL, MM, evening, extension center sites, etc.) were included in the assessment based on your selection criteria.

Students from both modalities (face-to-face and distance learning) were included.

5. Describe the process used to assess this outcome. Include a brief description of this tool and how it was scored.

From each outcome, students answered four multiple choice questions, and a score of at least three-of-four was necessary for success.

6. Briefly describe assessment results based on data collected for this outcome and tool during the course assessment. Discuss the extent to which students achieved this learning outcome and indicate whether the standard of success was met for this outcome and tool.

Met Standard of Success: Yes

31 of the 39 students (79%) scored at least three out of four (75%) on the questions.

7. Based on your interpretation of the assessment results, describe the areas of strength in student achievement of this learning outcome.

Strength: People and peoples from the post-WWII era. Students were able to recognize both the people/peoples and the roles they played from these 70 years.

8. Based on your analysis of student performance, discuss the areas in which student achievement of this learning outcome could be improved. If student met standard of success, you may wish to identify your plans for continuous improvement.

Weakness: People and peoples from the late 19th century. Students were far less familiar with these people/peoples and struggled to know their roles.

This will be addressed through the use of pointed study guide questions, which the students will submit and for which the instructor will provide feedback.

Outcome 3: Identify the ways in which the political, social, economic and diplomatic developments of this era have helped shape contemporary society.

- Assessment Plan
  - Assessment Tool: Departmental exam
  - Assessment Date: Winter 2019
  - Course section(s)/other population: All sections
  - Number students to be assessed: Random sample of 50% of all students with a minimum of one full section
  - How the assessment will be scored: Answer key
  - Standard of success to be used for this assessment: 70% of the students will score 70% or higher
  - Who will score and analyze the data: Departmental faculty

1. Indicate the Semester(s) and year(s) assessment data were collected for this report.

Fall (indicate years below)	Winter (indicate years below)	SP/SU (indicate years below)
	2019	

2. Provide assessment sample size data in the table below.

# of students enrolled	# of students assessed
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3. If the number of students assessed differs from the number of students enrolled, please explain why all enrolled students were not assessed, e.g. absence, withdrawal, or did not complete activity.

65 students were enrolled in three different sections, and data was collected from two sections, taught by different instructors. Moving forward, data will be collected from all sections.

4. Describe how students from all populations (day students on campus, DL, MM, evening, extension center sites, etc.) were included in the assessment based on your selection criteria.

Students from both modalities (face-to-face and distance learning) were included.

5. Describe the process used to assess this outcome. Include a brief description of this tool and how it was scored.

From each outcome, students answered four multiple choice questions, and a score of at least three-of-four was necessary for success.

6. Briefly describe assessment results based on data collected for this outcome and tool during the course assessment. Discuss the extent to which students achieved this learning outcome and indicate whether the standard of success was met for this outcome and tool.

Met Standard of Success: Yes

Of the 39 students assessed, 31 (79%) scored at least three out of four (75%) on the questions.

7. Based on your interpretation of the assessment results, describe the areas of strength in student achievement of this learning outcome.

Strength: Political developments. Students seemed much better at tracing political developments and their later impacts.

8. Based on your analysis of student performance, discuss the areas in which student achievement of this learning outcome could be improved. If student met standard of success, you may wish to identify your plans for continuous improvement.

Weakness: Economic and financial changes and their impacts. Students, in general, struggled with economic and financial trend throughout the period of the class.

This will be addressed through the use of pointed study guide questions, which the students will submit and for which the instructor will provide feedback.

### **III. Course Summary and Intended Changes Based on Assessment Results**

1. Based on the previous report's Intended Change(s) identified in Section I above, please discuss how effective the changes were in improving student learning.

Study guides created after previous assessment helped students improve in areas of noted weakness, namely chronology and foreign relations.

2. Describe your overall impression of how this course is meeting the needs of students. Did the assessment process bring to light anything about student achievement of learning outcomes that surprised you?

This survey course provides the students with a broad knowledge of the period from 1877 to the present.

3. Describe when and how this information, including the action plan, was or will be shared with Departmental Faculty.

This report will be shared at a department faculty meeting in the fall.

- 4.

Intended Change(s)

Intended Change	Description of the change	Rationale	Implementation Date
Course Assignments	Provide narrowly-focused and topical study guide questions--regarding cause and effects of the prosperity of the 1920s and the depression of the 1930s and the economic/financial trends--requiring written responses.	Study guides will help students focus on the main aspects of the topics. Written responses will help ensure that they understand the material.	2019
Other: Data collection	Moving forward, data will be collected from all History 202 sections for assessment purposes.	Including data from all course sections will provide a more accurate and holistic assessment of the course.	2019

5. Is there anything that you would like to mention that was not already captured?

6.

### III. Attached Files

[History 202, Summary Data](#)

[History 202, Sample Questions](#)

**Faculty/Preparer:**

John Kerr

**Date:** 06/24/2019

**Department Chair:**

Gregg Heidebrink **Date:** 07/23/2019

**Dean:** Kimberly Jones **Date:** 07/25/2019  
**Assessment Committee Chair:** Shawn Deron **Date:** 10/10/2019



**COURSE ASSESSMENT REPORT**

**I. Background Information**

1. Course assessed:  
 Course Discipline Code and Number: HST 202  
 Course Title: United States History Since 1877  
 Division/Department Codes: H/SS
  
2. Semester assessment was conducted (check one):  
 Fall 2006  
 Winter 20\_\_  
 Spring/Summer 20\_\_
  
3. Assessment tool(s) used: check all that apply.  
 Portfolio  
 Standardized test  
 Other external certification/licensure exam (specify):  
 Survey  
 Prompt  
 Departmental exam  
 Capstone experience (specify):  
 Other (specify):
  
4. Have these tools been used before?  
 Yes  
 No

If yes, have the tools been altered since its last administration? If so, briefly describe changes made.


5. Indicate the number of students assessed/total number of students enrolled in the course.  
 42
  
6. Describe how students were selected for the assessment.  
 One section by John Kerr was assessed; one section taught by David Fitzpatrick was assessed. Each instructor randomly selected which section was to be assessed.

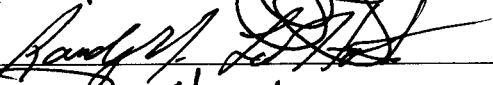
**II. Results**

1. Briefly describe the changes that were implemented in the course as a result of the previous assessment.  
 There was no previous assessment.
  
2. State each outcome (verbatim) from the master syllabus for the course that was assessed.  
 All. Individual test questions evaluated all of the outcomes.
  
3. Briefly describe assessment results based on data collected during the course assessment, demonstrating the extent to which students are achieving each of the learning outcomes listed above. *Please attach a summary of the data collected.*  
 The exam consisted of 25 multiple choice questions administered in a pre- and post-test format. The results show that 82.2% of those assessed had higher post-test scores than pre-test scores. Results show that, on average, post test scores were 58.2% higher than pre-test scores.
  
4. For each outcome assessed, indicate the standard of success used, and the percentage of students who achieved that level of success. *Please attach the rubric/scoring guide used for the assessment.*  
 The department had set as a success indicator a gain of 50% from pre-test to post-test score. The average gain across the two sections that were tested was 58.2%
  
5. Describe the areas of strength and weakness in students' achievement of the learning outcomes shown in assessment results.



**COURSE ASSESSMENT REPORT**

Name: David Fitzpatrick  Date: 9/19/07  
Print/Signature

Department Chair:  Date: 9/19/07  
Print/Signature

Dean:  Date: SEP 26 2007  
Print/Signature

*logged 10/10/07 sj sc*