

Course Assessment Report
Washtenaw Community College

Discipline	Course Number	Title
History	290	HST 290 02/27/2025- International Studies in History
College	Division	Department
Humanities, Social and Behavioral Sciences	Humanities, Social and Behavioral Sciences	Social Sciences
Faculty Preparer		Ian Rush
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?

No

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

3.

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

5.

II. Assessment Results per Student Learning Outcome

Outcome 1: Articulate the essential historical developments of the study abroad location.

- Assessment Plan
 - Assessment Tool: Departmental exam
 - Assessment Date: Spring/Summer 2021
 - Course section(s)/other population: All
 - Number students to be assessed: All
 - How the assessment will be scored: Departmentally developed rubric

- Standard of success to be used for this assessment: 70% of 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)
		2023

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

# of students enrolled	# of students assessed
13	12

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. .

One of the students audited the class and did not take the exam.

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.

There was only one section of the course because it was a study abroad course. All graded students in that section were included in this assessment.

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

This outcome was assessed with an essay question on an exam. See the attached document for tool and scoring information.

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

All students met the 70% benchmark, with most students actually scoring above 90%. This is not surprising, as study abroad students generally self-select to participate in a course for which they have great interest. See the attached document for the data collected on this outcome.

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

Student achievement was strong overall for this learning outcome. Achievement was slightly stronger in student discussions of the significance of topographical features in ancient Rome (100% success) than it was in student discussions of infrastructure built by the Romans (88% success). This is to be expected, as the latter topic is a bit more difficult to grasp. Nonetheless, the standards were easily met for this outcome.

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.

The standard of success was easily met for this outcome. If I teach this specific course again, however, I would perhaps focus a bit more on the significance of the infrastructure built by the Romans that allowed them to create such a flourishing ancient metropolis.

Outcome 2: Analyze and articulate how your travel experience impacted your understanding of the local culture.

- Assessment Plan
 - Assessment Tool: Departmental exam
 - Assessment Date: Spring/Summer 2021
 - Course section(s)/other population: All
 - Number students to be assessed: All
 - How the assessment will be scored: Departmentally developed rubric
 - Standard of success to be used for this assessment: 70% of 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)
		2023

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

# of students enrolled	# of students assessed

13	12
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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.

One of the students audited the class and did not complete the paper assignment.

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.

There was only one section of the course because it was a study abroad course. All graded students in that section were included in this assessment.

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

This outcome was assessed with a reflective paper. See the attached document for tool and scoring information.

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

Eleven of 12 students (92%) met the 70% benchmark, with most students actually scoring 100%. This is not surprising, as study abroad students generally self-select to participate in a course for which they have great interest. See the attached document for the data collected on this outcome.

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

Student achievement was strong overall for this learning outcome (92% success). There was only one student who didn't meet the standard of success, and this seems to have been simply because they did not devote enough time to the paper.

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.

The standard of success was easily met for this outcome (92%). I would not change anything in this area of the course. The students had an amazing experience in the study abroad location. As noted above, the only reason that

there wasn't 100% success for this outcome is that one student did not devote enough time to writing their reflective paper.

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.

There was no previous report.

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 course seems to have met the needs of students quite well. The only thing that surprised me in this process is that the assessment tool that is listed for each outcome is a "Departmental Exam." That works fine in assessing Outcome #1, but it does not work well for assessing Outcome #2. For this reason, I will change the tool for assessing Outcome #2 to "Reflective Paper" when I update the syllabus for this course next year.

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

This information was shared with departmental faculty during the Fall 2023 In-Service.

4. Intended Change(s)

Intended Change	Description of the change	Rationale	Implementation Date
Assessment Tool	I will change the assessment tool for Outcome #2 from "Departmental Exam" to "Reflective Paper."	An exam does not work well for assessing Outcome #2. You can't analyze and articulate how your travel experience impacted your understanding of the local culture in an exam, but you can do so in a paper.	2026

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

6.

III. Attached Files

[HST 290 2023-2025 Assessment](#)

Faculty/Preparer:	Ian Rush	Date: 04/03/2025
Department Chair:	Christopher Barrett	Date: 04/07/2025
Dean:	Anne Nichols	Date: 04/07/2025
Assessment Committee Chair:	Jessica Hale	Date: 1/7/2026