

**Course Assessment Report
Washtenaw Community College**

Discipline	Course Number	Title
History	121	HST 121 11/12/2019- Ancient and Medieval Europe
Division	Department	Faculty Preparer
Humanities, Social and Behavioral Sciences	Social Sciences	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?

Yes

2006

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

The course met expectations.

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

N/A

II. Assessment Results per Student Learning Outcome

Outcome 1: Articulate the essential social, cultural, political, economic and religious developments in Europe and the Mediterranean from ancient times to the Renaissance.

- Assessment Plan
 - Assessment Tool: Final exam essay
 - Assessment Date: Winter 2017
 - 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: Departmentally-developed rubric.
- 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
39	34

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.

Two students withdrew from the course and did not take the final exam.

Three students did not show up for the final 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.

The only two sections of the course (both day sections on campus) were assessed.

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

An essay question on the final exam asking students to discuss the causes and events of the Crusades was used as the assessment tool.

The following scoring rubric was used to determine student success in answering these items:

5 points for complete discussion of each item

1-4 points for partial discussion of each item

0 points for no discussion

Total possible points = 10

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 34 students (91%) received 70% or higher on the assessment tool. Thus, the course exceeded the standard of success.

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

Students excelled in all areas of the learning outcome. (91% met the standard of success.)

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.

Because students exceeded the standard of success, I will continue to teach the course as it is designed.

Outcome 2: Describe the various ways in which ancient and medieval people have influenced the development of modern western institutions and culture.

- Assessment Plan
 - Assessment Tool: Final exam essay
 - Assessment Date: Winter 2017
 - Course section(s)/other population: All sections
 - Number students to be assessed: Random sample of 50% of all students
 - How the assessment will be scored: Departmentally-developed rubric.
 - 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)
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	2019	
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2. Provide assessment sample size data in the table below.

# of students enrolled	# of students assessed
39	34

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.

Two students withdrew from the course and did not take the final exam.
 Three students did not show up for the final 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.

The only two sections of the course (both day sections on campus) were assessed.

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

An essay question on the final exam asking students to discuss the impact of the Crusades on Europe and the Islamic World was used as the assessment tool.

The following scoring rubric was used to determine student success in answering these items:

5 points for complete discussion of each item

1-4 points for partial discussion of each item

0 points for no discussion

Total possible points = 10

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
 32 of 34 students (94%) received 70% or higher on the assessment tool. Thus, the course exceeded the standard of success.

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

Students excelled in all areas of the learning outcome. (94% met the standard of success.)

- 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.

Because students exceeded the standard of success, I will continue to teach the course as it is designed.

III. Course Summary and Intended Changes Based on Assessment Results

- 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.

No changes were previously made to the course.

- 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?

As I noted in my recent assessment reports for HST 108 and HST 122, I am continuing to see a drop in the number of withdrawals in all of my courses because I changed the writing assignment from a book review to a film review. I previously assigned a book (in addition to the textbook) to be reviewed in a short paper. Given the fact that most WCC students are working many hours per week and spending significant time commuting to classes, this additional burden was enough to cause several students to withdraw from my courses right before the book review was due. Having changed the assignment to a review of a film that we watch together in class, nearly all students now remain in the course. Indeed, only two students withdrew from these two HST 121 sections.

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

This report will be shared with my department head.

- Intended Change(s)

Intended Change	Description of the change	Rationale	Implementation Date
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No changes intended.

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

6.

III. Attached Files

[HST 121 Assessment Report](#)

Faculty/Preparer:	Ian Rush	Date: 11/21/2019
Department Chair:	Gregg Heidebrink	Date: 11/21/2019
Dean:	Scott Britten	Date: 11/21/2019
Assessment Committee Chair:	Shawn Deron	Date: 12/23/2019

COURSE ASSESSMENT REPORT

I. Background Information

1. Course assessed:

Course Discipline Code and Number: HST 121

Course Title: Western Civilization I

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): Pre/Post Test

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.

42/149

6. Describe how students were selected for the assessment.

Randomly chose 2 of the 5 sections of HST 121.

II. Results

1. Briefly describe the changes that were implemented in the course as a result of the previous assessment.

No previous assessment.

2. State each outcome (verbatim) from the master syllabus for the course that was assessed.

1. The student will improve his/her knowledge of the essential social, cultural, political, economic and religious developments in Europe and the Mediterranean from ancient times to the Renaissance.

2. The student will improve his/her knowledge of the various ways in which ancient and medieval people have influenced the development of modern western institutions and culture.

COURSE ASSESSMENT REPORT

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.*

A 30-question test was created from the multiple choice questions contained in the test bank that accompanies the course textbook (Eugene Larson, *Instructor's Manual with Test Bank for Spielvogel's Western Civilization*). This test was given in a pre and post test format. The results show that 97.6% of those assessed had higher post test scores. In fact, on average, post test scores were nearly double pre test scores. See 'Summary and Analysis' attached.

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.*

As indicated in the master syllabus, the course is considered a success if 75 percent of students being assessed achieve a higher post test score. As noted above, 97.6% of students did so.

5. Describe the areas of strength and weakness in students' achievement of the learning outcomes shown in assessment results.

Strengths: All areas of the learning outcomes.

Weaknesses: None.

III. Changes influenced by assessment results

1. If weaknesses were found (see above) or students did not meet expectations, describe the action that will be taken to address these weaknesses.

N/A

2. Identify intended changes that will be instituted based on results of this assessment activity (check all that apply). Please describe changes and give rationale for change.

- a. Outcomes/Assessments on the Master Syllabus

Change/rationale:

- b. Objectives/Evaluation on the Master Syllabus

Change/rationale:

- c. Course pre-requisites on the Master Syllabus

Change/rationale:

- d. 1st Day Handouts

Change/rationale:

- e. Course assignments

Change/rationale:

- f. Course materials (check all that apply)

Textbook

Handouts

Other:

- g. Instructional methods

Change/rationale:

- h. Individual lessons & activities

Change/rationale:

COURSE ASSESSMENT REPORT

3. What is the timeline for implementing these actions? N/A

IV. Future plans

1. Describe the extent to which the assessment tools used were effective in measuring student achievement of learning outcomes for this course.

The assessment instrument contains a sample of standard multiple choice questions used by hundreds of faculty nationwide who use the Spielvogel Western Civilization textbook. The questions are intended to assess student success in a basic western civilization course. The results indicated above are consistent with the expectations of the department.

2. If the assessment tools were not effective, describe the changes that will be made for future assessments.

N/A

3. Which outcomes from the master syllabus have been addressed in this report?

All Selected

If "All", provide the report date for the next full review: Fall 2009

If "Selected", provide the report date for remaining outcomes:

Submitted by:

Name: Joseph Ian Rush Date: 4/17/07

Department Chair: Randy LaHote Date: 4/18/07

Dean: Bill Abernethy Date: APR 18 2007