

**Course Assessment Report
Washtenaw Community College**

Discipline	Course Number	Title
History	201	HST 201 05/22/2023- United States History to 1877
College	Division	Department
Humanities, Social and Behavioral Sciences	Humanities, Social and Behavioral Sciences	Social Sciences
Faculty Preparer		John Kerr
Date of Last Filed Assessment Report		02/04/2017

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 Winter 2016 Approved Winter 2017
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2. Briefly describe the results of previous assessment report(s).

Previous assessment was pre- and post-tests, which produced nebulous results.

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

The department changed from pre- and post-tests to questions embedded in tests taken during the semester.

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 to 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)
2021		

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

# of students enrolled	# of students assessed
82	51

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.

Part-time instructor did not take part in the assessment and several students withdrew. The part time-instructor had initially agreed to participate, but when I requested the data I never heard back. I later learned the instructor was no longer teaching at WCC. Our intention continues to be the inclusion of 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 two DL courses and one on-campus course were included.

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

Four outcome-related multiple-choice questions were embedded in several exams and evaluated using an answer key.

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: <u>Yes</u>
40/51 (78 percent) scored 75 percent or higher.

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

Strength: Pre- and post-American Revolution Era.
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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: Political events leading to the Civil War.
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Outcome 2: Identify prominent people - both individuals and groups - and the roles they played in the historical development of the United States through 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)
2021		

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

# of students enrolled	# of students assessed
82	51

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.

Part-time instructor did not take part in the assessment and several students withdrew. The part time-instructor had initially agreed to participate, but when I requested the data I never heard back. I later learned the instructor was no longer teaching at WCC. Our intention continues to be the inclusion of 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 two DL courses and one on-campus course were included.

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

Four outcome-related multiple-choice questions were embedded in several exams and evaluated using an answer key.

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

38/51 (74 percent) scored 75 percent or higher.

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

Strengths: People and groups from the Colonial Era.

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 groups from the Jacksonian Era.

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)
2021		

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

# of students enrolled	# of students assessed
82	51

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.

Part-time instructor did not take part in the assessment and several students withdrew. The part time-instructor had initially agreed to participate, but when I requested the data I never heard back. I later learned the instructor was no longer teaching at WCC. Our intention continues to be the inclusion of 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 two DL courses and one on-campus course were included.

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

Four outcome-related multiple-choice questions were embedded in several exams and evaluated using an answer key.

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: <u>Yes</u>
47/51 (92 percent) scored 75 percent or higher.

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

Strength: Political developments, especially the creation of what become our two current major parties.

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 during the Reconstruction Era.

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.

Change from pre- and post-test format to embedded questions produced higher scores and more student participation.
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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?

Overall, the course continues to meet the needs of students. There were no surprises.

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

It will be shared with fellow History 201 instructors and any other interested parties.

4. Intended Change(s)

Intended Change	Description of the change	Rationale	Implementation Date
Assessment Tool	Increase score standard to 75%	Improved assessment	2023
Other: Teaching approach	In order to address the various weaknesses mentioned, the approach to teaching the material in question will become more topical - rather than chronological - allowing students to hopefully understand and perceive the material from a more stand-alone perspective, rather than as part of an ever-changing historic landscape. I've already started doing this in my sections, and the results have been encouraging.	Should help students better understand the material, and therefore address the various weaknesses mentioned throughout this report.	2023

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

No.

III. Attached Files

[HST 201 Assessment Data](#)

Faculty/Preparer: John Kerr **Date:** 05/22/2023
Department Chair: Christopher Barrett **Date:** 05/22/2023
Dean: Scott Britten **Date:** 05/25/2023
Assessment Committee Chair: Jessica Hale **Date:** 09/27/2023

Course Assessment Report
Washtenaw Community College

Discipline	Course Number	Title
History	201	HST 201 07/13/2016- United States History to 1877
Division	Department	Faculty Preparer
Humanities, Social and Behavioral Sciences	Social Science	John Kerr
Date of Last Filed Assessment Report		

I. Assessment Results per Student Learning Outcome

Outcome 1: Students will demonstrate a knowledge of the significant political, social, economic and diplomatic developments in the United States through 1877.

- Assessment Plan
 - Assessment Tool: Departmentally-developed pre- and post-test
 - Assessment Date: Fall 2007
 - Course section(s)/other population: Odd/even rotation using section numbers
 - Number students to be assessed: All
 - How the assessment will be scored:
 - Standard of success to be used for this assessment:
 - Who will score and analyze the data:

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)
	2016	

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

# of students enrolled	# of students assessed
125	41

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.

For this assessment, I selected the four sections which I taught. In the future, assessment will include sections taught by other instructors.

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.

All sections were offered on campus.

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

A 25-question pre-test and post-test were administered and scored using an answer key. Pre- and post-test scores were compared to determine improvement.

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 the 41 (78 percent) students showed a gain from pre-test to post-test, exceeding the established benchmark of 75 percent.

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

Students did very well with 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.

No plans for improvement, since students fared well with this outcome.

Outcome 2: Students will identify prominent people-both individuals and groups-and the roles they played in the historical development of the United States through 1877.

- Assessment Plan
 - Assessment Tool: Departmentally-developed pre- and post-test

- Assessment Date: Fall 2007
- Course section(s)/other population: Odd/even rotation using section numbers
- Number students to be assessed: All
- How the assessment will be scored:
- Standard of success to be used for this assessment:
- Who will score and analyze the data:

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)
	2016	

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

# of students enrolled	# of students assessed
125	41

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.

For this assessment, I selected the four sections which I taught. In the future, assessment will include sections taught by other instructors.

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.

All sections were offered on campus.

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

A 25-question pre-test and post-test were administered and scored using an answer key. Pre- and post-test scores were compared to determine improvement.

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 the 41 (78 percent) students showed a gain from pre-test to post-test, exceeding the established benchmark of 75 percent.

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

Overall, students did well with this outcome. The exception was identifying the roles people played from the end of the War of 1812 up to around 1850.

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.

These 35 years or so are a period about which most student know little. This shortcoming was not unexpected. Altering the in-class approach to this era is a possible avenue for improvement.

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

- Assessment Plan
 - Assessment Tool: Departmentally-developed pre- and post-test
 - Assessment Date: Fall 2007
 - Course section(s)/other population: Odd/even rotation using section numbers
 - Number students to be assessed: All
 - How the assessment will be scored:
 - Standard of success to be used for this assessment:
 - Who will score and analyze the data:

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)
	2016	

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

# of students enrolled	# of students assessed
125	41

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.

For this assessment, I selected the three sections which I taught. In the future, assessment will include sections taught by other instructors.

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.

All sections were offered on campus.

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

A 25-question pre-test and post-test were administered and scored using an answer key. Pre- and post-test scores were compared to determine improvement.

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 the 41 (78 percent) students showed a gain from pre-test to post-test, exceeding the established benchmark of 75 percent.

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

Overall, students did well with this outcome. The exception was recognizing the way the two major political parties have evolved over the past 150 years or so.

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.

This shortcoming was not unexpected. My plan is to continue addressing the issue of political parties--their character and how they change--during the course of the class.

II. Course Summary and Action Plans Based on Assessment Results

1. 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 an introductory course in U.S. history, this course serves the students well, giving them a basic foundation.

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

At a departmental faculty meeting.

3. Intended Change(s)

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

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

5.

III. Attached Files

[HST 201 data](#)

Faculty/Preparer: John Kerr **Date:** 07/13/2016
Department Chair: Gregg Heidebrink **Date:** 08/02/2016
Dean: Bill Abernethy **Date:** 08/03/2016
Assessment Committee Chair: Michelle Garey **Date:** 02/03/2017

COURSE ASSESSMENT REPORT

I. Background Information

1. Course assessed:
 Course Discipline Code and Number: HST 201
 Course Title: United States to 1877
 Division/Department Codes: H/SS

2. Semester assessment was conducted (check one):
 Fall 2007
 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.
 44

6. Describe how students were selected for the assessment.
 John Kerr and David Fitzpatrick each randomly selected one section to be assessed.

II. Results

1. Briefly describe the changes that were implemented in the course as a result of the previous assessment.
 No previous assessment was undertaken.

2. State each outcome (verbatim) from the master syllabus for the course that was assessed.
 All
 Individual questions targeted each of the three 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 assessment consisted of a 25-question multiple choice exam, administered in a pre-test, post-test format. Overall, 36 of the 44 students (82 percent) demonstrated a gain from the pre-test to the post-test.

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.***
 Each student received a “gain score,” calculated by using the following formula: (post-test score minus pre-test score)/(possible correct minus pre-test score). The pre-established benchmark for determining success was 75 percent of the students achieving a positive gain score.

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

COURSE ASSESSMENT REPORT

Strengths: Knowledge and understanding of the Revolutionary War and Civil War eras.

Weaknesses: Knowledge and understanding of the era from around 1815 to 1828; ability to identify the historic links from this era to the present.

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.

More class time will be devoted to the 1815-1828 era and a greater emphasis will be placed on how the events/developments from this earlier era have helped shape contemporary society.

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: See III, 1 above.

h. Individual lessons & activities

Change/rationale:

3. What is the timeline for implementing these actions? Immediately (Fall, 2008)

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 exam employed in this assessment contained questions commonly found on the College Board's Advanced Placement Test in U.S. History, as well as questions developed by departmental members. The latter were designed to address topics/issues not covered by the former. It is believed that this tailored exam proved to be very effective and served its purpose quite well.

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

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

All XX Selected _____

If "All", provide the report date for the next full review: Fall, 2010.

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

Submitted by:

COURSE ASSESSMENT REPORT

Name: John Kerr *A. Lu Hots for J. Kerr* Date: 8/28/08
Print/Signature

Department Chair: Bandy W. Lu Hots Date: 8/20/08
Print/Signature

Dean: [Signature] Date: AUG 20 2008
Print/Signature

logged 8/22/08 sj