

**Course Assessment Report  
Washtenaw Community College**

Discipline	Course Number	Title
History	215	HST 215 03/25/2023- History of U.S. Foreign Relations
College	Division	Department
Humanities, Social and Behavioral Sciences	Humanities, Social and Behavioral Sciences	Social Sciences
Faculty Preparer		David Fitzpatrick
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: Explain the important historical trends in American foreign policy between 1775 and the present.

- Assessment Plan
  - Assessment Tool: Instructor-produced exam
  - Assessment Date: Fall 2019
  - 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: 80% of students will score 70% or higher
- Who will score and analyze the data: Course instructor

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)
2020		

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

# of students enrolled	# of students assessed
9	7

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 student withdrew; one audited.

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

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 through the Mid-Term and Final Exams.

The Mid-Term Exam asked the student to identify the forces that drove US foreign policy from 1776 to 1939 and to assess their importance. Among the forces students ought to have identified were isolationism, economics and trade, balance of power considerations, imperialism, and racism.

The Final Exam asked students to evaluate the reasons for US intervention in WW1, WW2, and the Cold War and its conflicts. Each of those had their own individual points to be made.

Each student's exams were assessed as a whole after the semester had ended.

Students earned 90% or above if they had good answers for 7 or 8 of the above "themes"; 80% or above for 6; a 70% or above for.

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>
6 of 7 students achieved 80% or above.

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 explaining the role of economics and trade in shaping American foreign policy, and the origins of the Cold War
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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.

Students' answers were somewhat weak in explaining the role racism and balance of power considerations played in shaping US foreign policy.
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Outcome 2: Identify and explain the manner and circumstances in which social, political, military, geographic, economic, and ideological factors shaped American foreign policy.

- Assessment Plan
  - Assessment Tool: Instructor-produced exam
  - Assessment Date: Fall 2019
  - 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: 80% of students will score 70% or higher
  - Who will score and analyze the data: Course instructor

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)
2020		

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

# of students enrolled	# of students assessed
9	7

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 student withdrew and one audited.

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.

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 through the Mid-Term and Final Exams.

Each student's exams were assessed as a whole after the semester had ended.

The outcome cites five factors: social, political, military, geographic, economic, and ideology

Students earned 90% or above if their answer addressed adequately all 6 of the above; 80% or above for 5; 70% or above for 4.

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

6 of 7 students achieved 80% or above.

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

Students' essays did an excellent job of explaining how politics, economics, and geography shaped US foreign policy

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.

Students tended to have a difficult time explaining the role played by ideology in shaping US foreign policy. This was due, in part, to students not having a firm grasp of what one means by "ideology."

Outcome 3: Identify those critical events that led United States foreign policy to evolve from one focused almost solely on continental expansion and the acquisition of trade markets to one of global presence and interests.

- Assessment Plan
  - Assessment Tool: Instructor-produced exam
  - Assessment Date: Fall 2019
  - 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: 80% of students will score 70% or higher
  - Who will score and analyze the data: Course instructor

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)
2020		

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

# of students enrolled	# of students assessed
9	7

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 student withdrew; one audited.

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.

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 through the Mid-Term Exam.

The Mid-Term Exam asked students to identify the forces that drove US foreign policy from 1776 to 1939 and to assess their importance. Various forces caused American foreign policy between 1890 and 1930 to shift from a focus on economics and continental expansion to having global interests. Among the factors they might have addressed: Turner's frontier thesis; importance of balance of power in Europe and Asia beginning with T. Roosevelt; The Roosevelt Corollary; Dollar Diplomacy; Missionary Diplomacy, and the Great War being among the most important.

Each student's Mid-Term Exam was assessed after the semester had ended.

Students earned a 90% or above if their answers addressed 6 of the above "themes"; 80% or above if they addressed 5; 70% or above if they addressed 4.

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

6 of 7 students achieved 80% or above.

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

Students' essays did an excellent job of explaining the role played by the Roosevelt Corollary, Dollar Diplomacy, and Missionary Diplomacy.

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.

Students had difficulty explaining the role played by the Turner Thesis and by balance of power considerations.

Outcome 4: Identify and describe the roles played by prominent people and groups who shaped the development and conduct of American foreign policy.

- Assessment Plan
  - Assessment Tool: Instructor-produced exam
  - Assessment Date: Fall 2019
  - 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: 80% of students will score 70% or higher
  - Who will score and analyze the data: Course instructor

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)
2020		

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

# of students enrolled	# of students assessed
9	7

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 student withdrew from the course; one audited.

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 one section.

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

This was not assessed. I have come to the conclusion that this outcome is nearly impossible to assess in an essay exam.

It is an important outcome but the necessity that all outcomes be assessed will cause me to drop this outcome when I revise the master syllabus.

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: No

See above.

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

Not assessed.

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.

Not assessed.

Outcome 5: Identify and assess the validity of the various motives historians have identified behind the conduct of U.S. foreign policy.

- Assessment Plan
    - Assessment Tool: Instructor-produced exam
    - Assessment Date: Fall 2019
    - 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: 80% of students will score 70% or higher
    - Who will score and analyze the data: Course instructor
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)
2020		

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

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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 student withdrew; one audited.

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.

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

This outcome is virtually the same as Outcome #1, and therefore the assessment for #1 adheres here.

I will drop this outcome in the revision of the Master Syllabus.

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  
Six of seven students met the standard in Outcome #1 and, therefore, here.

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 explaining the role of economics and trade in shaping American foreign policy, and the origins of the Cold War.

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.

Students' answers were somewhat weak in explaining the role racism and balance of power considerations played in shaping US foreign policy.

### 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 is 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?

I believe this course did an excellent job of meeting student needs. First, 100% of students passed the course. Second, six of seven met the standards for assessment. Finally, and more importantly, these students came into this course with an intense curiosity about current American foreign policy, and they took this course so they might better understand how we got to where we are. Based both on their grades and on my interactions with them, I firmly believe this course served that purpose.

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

It will be shared with departmental faculty as needed, which is unlikely as I am the only person who teaches the course.

4. Intended Change(s)

Intended Change	Description of the change	Rationale	Implementation Date
Outcome Language	I intend to delete outcomes 4 and 5	It is virtually impossible to evaluate #4 in an essay format.  Outcome #5 duplicates #1.	2024

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

6.

### III. Attached Files

[Exam Question](#)  
[Outome](#)

<b>Faculty/Preparer:</b>	David Fitzpatrick	<b>Date:</b> 03/28/2023
<b>Department Chair:</b>	Christopher Barrett	<b>Date:</b> 03/30/2023
<b>Dean:</b>	Scott Britten	<b>Date:</b> 04/03/2023
<b>Assessment Committee Chair:</b>	Shawn Deron	<b>Date:</b> 05/11/2023

**COURSE ASSESSMENT REPORT**

**I. Background Information**

1. Course assessed:  
 Course Discipline Code and Number: HST 215  
 Course Title: History of United States Foreign Policy  
 Division/Department Codes: H/SS
  
2. Semester assessment was conducted (check one):  
 Fall 2006  
 Winter 2008  
 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.

18 students were assessed.

6. Describe how students were selected for the assessment.

Only one section of History 215 was taught in the Winter of 2008. All students in the section at the end of the semester participated in the assessment.

**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. The essay question posed 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.***

A total of eighteen students were assessed in the course. Dr. Ian Rush blind scored the essays. Sixteen students (88.9%) achieved a "C" or better grade as defined by the scoring rubric below. This exceeds the 70% required for a successful assessment.

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.***

**COURSE ASSESSMENT REPORT**

Students whose answers achieve a “C” or better on the assessment will be considered as having successfully completed the assessment. A “C” grade is defined as follows: The answer is mostly narrative rather than analytical, it addresses in a basic manner the important events and issues in American foreign policy, and it is moderately well written. The assessment will show the course to have achieved its outcomes if 70% of the students in the section evaluated complete the assessment successfully.

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

Strengths: Excellent understanding of roles played by economics, national security, and American exceptionalism in the formulation of US foreign policy.

Weaknesses: Lack of a chronological sense of historical events; minor errors in names/places/events (e.g., Zingerman Telegram rather than Zimmerman Telegram).

**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.

None will be taken. This course asks students to think and write analytically about historical events. Minor errors such as those above do not merit changes in the course as I do not want to turn the course and its evaluations into a form of Trivial Pursuit.

- 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.  1<sup>st</sup> Day Handouts  
Change/rationale:

- e.  Course assignments  
Change/rationale:

- f.  Course materials (check all that apply)  
 Textbook  
 Handouts

- g.  Instructional methods  
Change/rationale:

- h.  Individual lessons & activities  
Change/rationale:

- 3. What is the timeline for implementing these actions? Starts Fall 2007

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

**COURSE ASSESSMENT REPORT**

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

All X Selected \_\_\_\_\_

If "All", provide the report date for the next full review: Winter 2011

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

**Submitted by:**

Name: [Signature] Date: 5/19/08  
Print/Signature

Department Chair: [Signature] Date: 5/19/08  
Print/Signature *For Remedy Center*

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