

Course Assessment Report
Washtenaw Community College

Discipline	Course Number	Title
History	122	HST 122 09/24/2019-Early Modern Europe
Division	Department	Faculty Preparer
Humanities, Social and Behavioral Sciences	Social Sciences	Ian Rush
Date of Last Filed Assessment Report		01/25/2016

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 November 2015

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

The course exceeded the standard of 70% of students will achieve 70% or higher on the assessment tool.
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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 from the Reformation to the end of the nineteenth century.

- 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 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 students will score 70% or higher
- Who will score and analyze the data: Departmental faculty 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)
2018		

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

# of students enrolled	# of students assessed
25	19

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.

Three students were auditing the course and did not take the final exam.
 One student withdrew from the course and did not take the final exam.
 Two 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 section of the course (day section on campus) was assessed.

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

The following essay question on the final exam was used as the assessment tool:
 Discuss the causes, path and consequences of the French Revolution. (In this discussion, be sure to address the following: What circumstances arose that allowed the revolution to occur? What happened during the moderate and radical phases of the revolution? What impact did the revolution have on France and the rest of Europe?)

For outcome #1, students had to discuss the following two parts of the question:

What were the causes of the French Revolution?

What happened during the French Revolution?

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

18 of 19 students (95%) received 70% or higher on the assessment. 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. (95% 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: Articulate the various ways in which early modern 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 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 students will score 70% or higher
 - Who will score and analyze the data: Departmental faculty 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)
2018		

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

# of students enrolled	# of students assessed
25	19

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.

Three students were auditing the course and did not take the final exam.

One student withdrew from the course and did not take the final exam.

Two 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 section of the course (day section on campus) was assessed.

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

The following essay question on the final exam was used as the assessment tool:

Discuss the causes, path and consequences of the French Revolution. (In this discussion, be sure to address the following: What circumstances arose that allowed the revolution to occur? What happened during the moderate and radical phases of the revolution? What impact did the revolution have on France and the rest of Europe?)

For outcome #2, students had to discuss the following two parts of the question:

What impact did the French Revolution have on France?

What impact did the French Revolution have on the rest of Europe?

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

17 of 19 students (89%) 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. (89% 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.

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.

No changes were previously made to the course.

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?

As I noted in my recent assessment report for HST 108, 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 one student withdrew from this HST 122 course.

3. 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.

4. Intended Change(s)

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

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

6.

III. Attached Files

[HST 122 Assessment Report](#)

Faculty/Preparer: Ian Rush **Date:** 09/24/2019
Department Chair: Gregg Heidebrink **Date:** 09/30/2019
Dean: Scott Britten **Date:** 10/01/2019
Assessment Committee Chair: Shawn Deron **Date:** 11/08/2019

Course Assessment Report
Washtenaw Community College

Discipline	Course Number	Title
History	122	HST 122 11/23/2015- Western Civilization II
Division	Department	Faculty Preparer
Humanities, Social and Behavioral Sciences	Social Science	Ian Rush
Date of Last Filed Assessment Report		

I. Assessment Results per Student Learning Outcome

Outcome 1: Articulate the essential social, cultural, political, economic and religious developments in Europe from the Reformation to the end of the nineteenth century.

- Assessment Plan
 - Assessment Tool: Final exam essay
 - Assessment Date: Winter 2014
 - Course section(s)/other population: All sections
 - Number students to be assessed: Random sample of 50% of 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 students will score 70% or higher
 - Who will score and analyze the data: Departmental faculty 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)
	2015	

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

# of students enrolled	# of students assessed
35	16

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.

There were two sections of the course offered during the Winter 2015 semester. One section had 17 students; one section had 18 students. We assessed the section with 18 students (section 02). Of those 18 students, there were two withdrawals. This left us with 16 students to assess.

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 are only two sections of the course. They are both on-campus, daytime sections. We randomly chose one of the sections to assess.

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

The students were given an essay question on the final exam that asked them to discuss the the essential religious, cultural, economic, political and social developments that occurred during the Early Modern period. The essays were scored with a 3-2-1-0 rubric for each of the five aspects of the question: 3 points for fully explaining the aspect; 2 points for partially explaining the aspect; 1 point for barely explaining the aspect; 0 points for incorrectly explaining the aspect. Thus, a total of 15 points could be achieved on the essay. The total points achieved were then divided by 15 to give each student an assessment percentage.

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 16 students assessed, 14 received a score of 70% or higher. Thus, 87.5% of the students passed the assessment. For this reason, the course was deemed a success.

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

The assessment seems to indicate that student achievement was strong in all areas of the course.

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 met the standard of success. Indeed, in most cases, they far surpassed the 70% threshold. Thus, the course will continue to be taught as it currently is.

Outcome 2: Articulate the various ways in which early modern people have influenced the development of modern western institutions and culture.

- Assessment Plan
 - Assessment Tool: Final exam essay
 - Assessment Date: Winter 2014
 - Course section(s)/other population: All sections
 - Number students to be assessed: Random sample of 50% of 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 students will score 70% or higher
 - Who will score and analyze the data: Departmental faculty 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)
	2015	

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.

There were two sections of the course offered during the Winter 2015 semester. One section had 17 students; one section had 18 students. We assessed the section with 18 students (section 02). Of those 18 students, there were two withdrawals. This left us with 16 students to assess.

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 are only two sections of the course. They are both on-campus, daytime sections. We randomly chose one of the sections to assess.

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

The students were given an essay question on the final exam that asked them to discuss how the essential social, cultural, political, economic and religious developments of the Early Modern period have influenced modern western institutions and culture. The essays were scored with a 3-2-1-0 rubric for each of the five aspects of the question: 3 points for fully explaining the aspect; 2 points for partially explaining the aspect; 1 point for barely explaining the aspect; 0 points for incorrectly explaining the aspect. Thus, a total of 15 points could be achieved on the essay. The total points achieved were then divided by 15 to give each student an assessment percentage.

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 16 students assessed, 14 received a score of 70% or higher. Thus, 87.5% of the students passed the assessment. For this reason, the course was deemed a success.

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

The assessment seems to indicate that student achievement was strong in all areas of the course.

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 met the standard of success. Indeed, in most cases, they far surpassed the 70% threshold. Thus, the course will continue to be taught as it currently is.

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?

The course seems to be meeting the needs of current students. The students are happy and they are succeeding.

The results did not surprise me at all. HST 122 students typically self-select into the course from HST 121. That is to say, nearly all of the students in this section of HST 122 had already taken HST 121, done well in it, and decided that they WANTED to learn more about this period of history.

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

Upon completion of this report, the data will be shared with the other history faculty in the Social Science department, as well as with the chair of the department.

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

Faculty/Preparer: Ian Rush **Date:** 11/23/2015
Department Chair: Gregg Heidebrink **Date:** 01/13/2016
Dean: Kristin Good **Date:** 01/13/2016
Assessment Committee Chair: Michelle Garey **Date:** 01/25/2016

COURSE ASSESSMENT REPORT

I. Background Information

1. Course assessed:
 Course Discipline Code and Number: HST 122
 Course Title: Western Civilization II
 Division/Department Codes: H/SS

2. Semester assessment was conducted (check one):
 Fall 2006
 Winter 2007
 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.
 16/58 (3 students withdrew and 7 students disappeared; thus, 16/48 is a more realistic picture)

6. Describe how students were selected for the assessment.
 Randomly chose 1 of the 2 sections of HST 122.

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 from the Reformation to the end of the nineteenth century.

 2. The student will improve his/her knowledge of the various ways in which early modern 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 100% 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, 100% 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 X Selected _____

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

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

Submitted by:

Name: Joseph Ian Rush
Print/Signature

Date: 8/23/07

Department Chair: Randy LaHote
Print/Signature

Date: 8/23/07

Dean: Bill Abernethy
Print/Signature

Date: AUG 27 2007

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