

**Course Assessment Report**  
**Washtenaw Community College**

Discipline	Course Number	Title
History	200	HST 200 04/18/2017- Michigan History
Division	Department	Faculty Preparer
Humanities, Social and Behavioral Sciences	Social Science	Thornton Perkins
Date of Last Filed Assessment Report		

**I. Assessment Results per Student Learning Outcome**

Outcome 1: Identify major geographic characteristics within the state such as lakes, river systems, city locations and topographical characteristics.

- Assessment Plan
  - Assessment Tool: Exam
  - Assessment Date: Fall 2012
  - Course section(s)/other population: All Sections
  - Number students to be assessed: All students
  - How the assessment will be scored: Answer Key
  - Standard of success to be used for this assessment: 70% of the students will correctly answer 70% of the outcome related questions.
  - 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)
2016		

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

# of students enrolled	# of students assessed
52	27

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.

All students in selected section were assessed. Data was not available from the part-time instructor. In the future, data from all sections will be included in the assessment process.

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.

Both sections of the course were taught on-campus in a face-to-face mode.

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

Eighteen final exam questions related to outcome #1 were scored using an answer key. We did an item analysis of the questions. 94% of the questions were answered correctly. Students scored 70% or higher on 17 of 18 questions.

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

Based on the results of the assessment reports, 70% of the students were able to answer correctly 94% of the questions. The one question students had difficulty with was question #53, which asked students to recall the location of the world's largest cement company. Overall students did very well on this outcome.

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

Ninety-four percent of the students scored seventy percent or higher. Students were able to identify geographic characteristics within the state.

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.

None.

Outcome 2: Identify and explain the economic history of the State of Michigan.

- Assessment Plan
  - Assessment Tool: Exam
  - Assessment Date: Fall 2012
  - Course section(s)/other population: All Sections
  - Number students to be assessed: All students
  - How the assessment will be scored: Answer Key
  - Standard of success to be used for this assessment: 70% of the students will correctly answer 70% of the outcome related questions.
  - 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)
2016		

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

# of students enrolled	# of students assessed
52	27

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.

All students in selected section were assessed. Data was not available from the part-time instructor. In the future, data from all sections will be included in the assessment process.

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.

Both sections of the course were taught on-campus in a face-to-face mode.

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

An exam in which there were twenty questions related to outcome #2 was scored using an answer key. We did an item analysis of the questions. Students scored 70% or higher on 17 of 20 questions.

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>
Based on the results of the assessment reports, 70% of the students were able to correctly answer 85% of the questions. Students had the most difficulty with questions #30, 32, and 42, which asked students to recall the location of the world's largest seed company, and other items related to the economic history of the state. Overall students did very well on this outcome.

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

Students did not do well on three of twenty questions (15%). Overall, they did very well identifying the economic history of the state of Michigan.
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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.

The three questions on which students did not do well will be reviewed to make sure the material is taught.
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Outcome 2: Identify and explain the economic history of the State of Michigan.

- Assessment Plan
    - Assessment Tool: Essay Exam
    - Assessment Date: Fall 2012
    - 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 on the essay.
    - 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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2016		
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2. Provide assessment sample size data in the table below.

# of students enrolled	# of students assessed
52	27

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.

All students who completed the essay in the selected section were assessed. Data was not available from the part-time instructor. In the future, data from all sections will be included in the assessment process.

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.

Both sections of the course were taught on-campus in a face-to-face mode.

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

Essays were scored using a rubric that identified the ten areas that could be mentioned as students described the "Rise and Decline of the Auto Industry."

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

Twenty-one of twenty-six (80%) of the students scored 70% or higher on the essay. In particular, they were able to articulate areas related to growth, development and the factors contributing to the decline. Students less commonly referred to the location of facilities and international competitive factors.

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

Students did not do well on three of twenty questions (15%). Overall, they did very well identifying the economic history of the state of Michigan.

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 three questions on which students did not do well will be reviewed to make sure the material is taught.

Outcome 3: Recognize and describe significant political eras and prominent figures in the history of the State of Michigan.

- Assessment Plan
  - Assessment Tool: Exam
  - Assessment Date: Fall 2012
  - Course section(s)/other population: All Sections
  - Number students to be assessed: All students
  - How the assessment will be scored: Answer Key
  - Standard of success to be used for this assessment: 70% of the students will correctly answer 70% of the outcome related questions.
  - 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)
2016		

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

# of students enrolled	# of students assessed
52	27

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.

All students in the selected section were assessed. Data was not available from the part-time instructor. In the future, data from all sections will be included in the assessment process.

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.

Both sections of the course were taught on-campus in a face-to-face mode.

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

An exam in which there were fourteen questions related to outcome #3 was scored using an answer key. We did an item analysis of the questions. Students scored 70% or higher on 9 of 14 questions.

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

Based on the results of the assessment report, 70% of the students were able to answer correctly 64 % of the questions. The students had difficulty with memorizing political eras and prominent figures in the history of the state. Overall, students did not do very well on this outcome.

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

Students were able to identify factors in the development of the auto industry and contributions made by significant leadership.

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 the most difficulty in memorizing political eras and figures. In the essay, they had the opportunity to address five of ten areas. Students did not usually write about the areas related to outcome three. They were better able to address topics related to outcome two.

Outcome 3: Recognize and describe significant political eras and prominent figures in the history of the State of Michigan.

- Assessment Plan
  - Assessment Tool: Essay Exam

- Assessment Date: Fall 2012
- 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 on the essay.
- 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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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.

All students who completed the essay in the selected section were assessed. Data was not available from the part-time instructor. In the future, data from all sections will be included in the assessment process.

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.

Both sections of the course were taught on-campus in a face-to-face mode.

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

Essays were scored using a rubric that identified the ten areas that could be mentioned as students described the "Rise and Decline of the Auto Industry."

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>
Twenty-one of twenty-six (80%) of the students scored 70% or higher on the essay. In particular, they were able to articulate areas related to growth, development and the factors contributing to the decline. Students less commonly referred to the location of facilities and international competitive factors.

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

Students were able to identify factors in the development of the auto industry and contributions made by significant leadership.
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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 had the most difficulty in memorizing political eras and figures. In the essay, they had the opportunity to address five of ten areas. Students did not usually write about the areas related to outcome three. They were better able to address topics related to outcome two.
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**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?

My overall impression was that students were able to generally identify significant persons and inventions, but lacked knowledge related to specific political eras and persons.
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2. Describe when and how this information, including the action plan, was or will be shared with Departmental Faculty.

Departmental meetings.
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3. Intended Change(s)

Intended Change	Description of the change	Rationale	Implementation Date
Course Assignments	Have students write short biographical sketches on significant political	Students would learn the political environment that influenced the life	2017

	figures and political eras.	of each person and the eras they participated in.	
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4. Is there anything that you would like to mention that was not already captured?

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### III. Attached Files

[hst 200 assessment data](#)

**Faculty/Preparer:** Thornton Perkins **Date:** 05/23/2017  
**Department Chair:** Gregg Heidebrink **Date:** 06/22/2017  
**Dean:** Kristin Good **Date:** 06/26/2017  
**Assessment Committee Chair:** Michelle Garey **Date:** 10/18/2017