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

| Discipline | Course Number | Title |
|---|---|---|
| History | 202 | HST 202 04/25/2024-United States History Since 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 | | |

**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 2019

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

   Students met or exceeded benchmarks for success with each Learning Outcome.

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

   Handouts were created, dealing with the prosperity of the 1920s and the Great Depression, since these were two areas of identified weakness.

**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 from 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) |
|---|---|---|
| 2023 | | |

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

| # of students enrolled | # of students assessed |
|---|---|
| 66 | 42 |

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.

| |
|---|
| Only students completing the course were assessed. Students that dropped, withdrew or simply stopped participating early in the semester were not assessed. |

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.

| |
|---|
| On-campus and distance learning (DL) students were included. |

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

| |
|---|
| Four multiple-choice questions were used to assess this Learning Outcome, and an answer key was used to score the 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 |
|---|
| 34 out of 42 (80%) students scored 70% or higher. |

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

| |
|---|
| Areas of strength: Knowledge and understanding of the 1920s. |

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 seemed challenged to gain an understanding of events leading up to U.S. participation in WWII. |

Outcome 2: Identify prominent people-both individuals and groups-and the roles they played in the historical development of the United States since 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) |
|---|---|---|
| 2023 | | |

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

| # of students enrolled | # of students assessed |
|---|---|
| 66 | 42 |

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.

| |
|---|
| Only students completing the course were assessed. Students that dropped, withdrew or simply stopped participating early in the semester were not assessed. |

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.

| |
|---|
| On-campus and DL students were included. |

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

| |
|---|
| Four multiple-choice questions were used to assess this Learning Outcome, and an answer key was used to score the 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 |
| 31 out of 42 (73%) students scored 70% or higher. |

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

| |
|---|
| Areas of strength: Knowledge and understanding 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 were challenged to grasp material dealing with the late 19th century. |

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) |
|---|---|---|
| 2023 | | |

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

| # of students enrolled | # of students assessed |
|---|---|
| 66 | 42 |

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.

| |
|---|
| Only students completing the course were assessed. Students that dropped, withdrew or simply stopped participating early in the semester were not assessed. |

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.

| |
|---|
| On-campus and DL students were included. |

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

| |
|---|
| Four multiple-choice questions were used to assess this Learning Outcome, and an answer key was used to score the 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 |
|---|
| 39 out of 42 (92%) of the students scored 70% or higher. |

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

| |
|---|
| Areas of strength: Knowledge and understanding of the New Deal and Civil Rights Movement. |

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 struggled to identify and understand changes to U.S. society brought about by our involvement in 20th century wars. |

**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.

| |
|---|
| Handouts created for topics related to the 1920s and Great Depression seemed to improve student performance. |

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?

| |
|---|
| This course meets or exceeds student needs.  Nothing about the results surprised me. |

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

| |
|---|
| Results will be made available to departmental faculty. |

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 202 Assessment Data

**Faculty/Preparer:** John Kerr **Date:** 04/25/2024

| | | | |
|---|---|---|---|
| **Department Chair:** | Christopher Barrett | **Date:** | 04/29/2024 |
| **Dean:** | Anne Nichols | **Date:** | 05/01/2024 |
| **Assessment Committee Chair:** | Jessica Hale | **Date:** | 09/17/2025 |

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

| Discipline | Course Number | Title |
|---|---|---|
| History | 202 | HST 202 06/18/2019-United States History Since 1877 |
| Division | Department | Faculty Preparer |
| Humanities, Social and Behavioral Sciences | Social Sciences | John Kerr |
| 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

   Fall, 2006.

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

   82 percent improved by an average of 58 percent from pre-test to post-test.

   Strengths were the Civil Rights Movement and the New Deal.

   Weaknesses concerned foreign affairs and chronology.

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

   Create study guides to help student focus on shortcomings.

**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 from 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) |
|---|---|---|
| | 2019 | |

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

| # of students enrolled | # of students assessed |
|---|---|
| 65 | 39 |

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.

65 students were enrolled in three different sections, and data was collected from two sections, taught by different instructors. Moving forward, data will be collected from 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 both modalities (face-to-face and distance learning) were included.

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

From each outcome, students answered four multiple choice questions, and a score of at least three-of-four was necessary for success.

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

| |
|---|
| 29 of the 39 students (74%) scored at least three out of four (75%) on the questions. |

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

| |
|---|
| Strength: Events of post WWII era. Students understood the cause/effect relationship of events after WWII rather well. |

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: Prosperity of the 1920s and the depression of the 1930s. Students struggled to grasp the economic/financial causes of these events.<br><br>This will be addressed through the use of pointed study guide questions, which the students will submit and for which the instructor will provide feedback. |

Outcome 2: Identify prominent people-both individuals and groups-and the roles they played in the historical development of the United States since 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) |
|---|---|---|
| | 2019 | |

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

| # of students enrolled | # of students assessed |
|---|---|
| 65 | 39 |

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.

| |
|---|
| 65 students were enrolled in three different sections, and data was collected from two sections, taught by different instructors. Moving forward, data will be collected from 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 both modalities (face-to-face and distance learning) were included. |

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

| |
|---|
| From each outcome, students answered four multiple choice questions, and a score of at least three-of-four was necessary for success. |

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 the 39 students (79%) scored at least three out of four (75%) on the questions. |

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

| |
|---|
| Strength: People and peoples from the post-WWII era. Students were able to recognize both the people/peoples and the roles they played from these 70 years. |

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 peoples from the late 19th century. Students were far less familiar with these people/peoples and struggled to know their roles.<br><br>This will be addressed through the use of pointed study guide questions, which the students will submit and for which the instructor will provide feedback. |

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) |
|---|---|---|
| | 2019 | |

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

| # of students enrolled | # of students assessed |
|---|---|
| 65 | 39 |

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.

| |
|---|
| 65 students were enrolled in three different sections, and data was collected from two sections, taught by different instructors. Moving forward, data will be collected from 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 both modalities (face-to-face and distance learning) were included. |

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

| |
|---|
| From each outcome, students answered four multiple choice questions, and a score of at least three-of-four was necessary for success. |

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 39 students assessed, 31 (79%) scored at least three out of four (75%) on the questions. |

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

| |
|---|
| Strength: Political developments. Students seemed much better at tracing political developments and their later impacts. |

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 and their impacts. Students, in general, struggled with economic and financial trend throughout the period of the class.<br><br>This will be addressed through the use of pointed study guide questions, which the students will submit and for which the instructor will provide feedback. |

**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.

| |
|---|
| Study guides created after previous assessment helped students improve in areas of noted weakness, namely chronology and foreign relations. |

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?

| |
|---|
| This survey course provides the students with a broad knowledge of the period from 1877 to the present. |

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

| |
|---|
| This report will be shared at a department faculty meeting in the fall. |

4. Intended Change(s)

| Intended Change | Description of the change | Rationale | Implementation Date |
|---|---|---|---|
| Course Assignments | Provide narrowly-focused and topical study guide questions--regarding cause and effects of the prosperity of the 1920s and the depression of the 1930s and the economic/financial trends--requiring written responses. | Study guides will help students focus on the main aspects of the topics. Written responses will help ensure that they understand the material. | 2019 |
| Other: Data collection | Moving forward, data will be collected from all History 202 sections for assessment purposes. | Including data from all course sections will provide a more accurate and holistic assessment of the course. | 2019 |

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

| |
|---|
| 6. |

**III. Attached Files**

History 202, Summary Data
History 202, Sample Questions

**Faculty/Preparer:** John Kerr **Date:** 06/24/2019
**Department Chair:** Gregg Heidebrink **Date:** 07/23/2019

**Dean:** Kimberly Jones **Date:** 07/25/2019

**Assessment Committee Chair:** Shawn Deron **Date:** 10/10/2019

## COURSE ASSESSMENT REPORT

### I. Background Information

1. Course assessed:
   Course Discipline Code and Number: HST 202
   Course Title: United States History Since 1877
   Division/Department Codes: H/SS

2. Semester assessment was conducted (check one):
   X 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
   X Departmental exam
   ☐ Capstone experience (specify):
   ☐ Other (specify):

4. Have these tools been used before?
   ☐ Yes
   X 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

6. Describe how students were selected for the assessment.
   One section by John Kerr was assessed; one section taught by David Fitzpatrick was assessed. Each instructor randomly selected which section was to be assessed.

### 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. Individual test questions 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.***
   The exam consisted of 25 multiple choice questions administered in a pre- and post-test format. The results show that 82.2% of those assessed had higher post-test scores than pre-test scores. Results show that, on average, post test scores were 58.2% higher than pre-test scores.

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.***
   The department had set as a success indicator a gain of 50% from pre-test to post-test score. The average gain across the two sections that were tested was 58.2%

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

Strengths: Knowledge and understanding of the Civil Rights Movement and of the New Deal

Weaknesses: Knowledge and understanding of American foreign policy; lack of a chronological sense of historical events

**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.
   Increased emphasis will be placed on foreign policy events as well on insuring that students develop a sense of chronology (i.e, which event came first and approximately when did it happen; which event came next, etc...)

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. X Course materials (check all that apply)
      ☐ Textbook
      ☐ Handouts
      X Other: Providing Study questions to students that address all areas of the course. It is expected that this will improve scores in areas beyond those identified above.

   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.
   The test utilized was a combination of standardized questions used by the College Board on AP test supplemented by departmentally developed questions that addressed issues not covered by the AP test. We believe this hybrid exam did an excellent job of assessing student achievement
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 __X__ 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: David Fitzpatrick _____ Date: 9/19/07
Print/Signature

Department Chair: _____ Date: 9/19/07
Print/Signature

Dean: _____ Date: SEP 26 2007
Print/Signature

logged 10/10/07 sj + se