

**Course Assessment Report  
Washtenaw Community College**

Discipline	Course Number	Title
History	216	HST 216 10/02/2019-U.S. Military History, Colonial Times to Present
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: Discuss and analyze a selected topic in American military history.

- Assessment Plan
  - Assessment Tool: Instructor developed research paper assignment
  - Assessment Date: Fall 2018
  - 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 on the paper
- 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
12	0

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 was no paper assigned that semester.

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 no paper assigned.

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

There was no paper assigned.

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  
There was no paper assigned.

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

There was no paper assigned.

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.

There was no paper assigned.

Outcome 2: Identify the origins, both foreign and domestic, of the institutions and ideas that influenced the development of the American military.

- Assessment Plan
  - Assessment Tool: Instructor developed final exam
  - Assessment Date: Fall 2018
  - 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 assessed achieve a score of at least 70%
  - 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
12	11

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 failed to take the two exams.

4. Describe how students from all populations (day students on campus, DL, MM, evening, extension center sites, etc.) were included in the assessment based on your selection criteria.

All students in the single section who took the exam were assessed.

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

Students were assessed based on a Mid-Term Exam and a Final Exam, both of which contained both short answer essays and one long essay. Topics that their answers might have included are: Oliver Cromwell and the New Model Army; the colonial militia tradition; foreign military intervention in the American Revolution; the circumstances that shaped the military clauses of the Constitution; the impact of Napoleon, Jomini, and Clausewitz; John C. Calhoun's contributions; the development of the US Grant way of war; the influence of AT Mahan and of Douhet; and the lessons learned in both world wars.

An excellent essay (above 90%) addressed at least 12 of these items.

A good (80-90%) assessment addressed at least 10.

A fair (70-80%) assessment addressed at least 7.

Additional credit was given for other issues cited (correctly) that are not on the above list.

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

All students assessed met the standard of success, most of them falling into the "excellent" and "good" categories.

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

Students were particularly strong in addressing Cromwell, the militia tradition, and the influence of Douhet.

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 trouble addressing the impact of Napoleon, Clausewitz, and Jomini.

Outcome 3: Describe and analyze the intricate relationships that have existed and continue to exist between the nation's military and its social, political, and economic institutions.

- Assessment Plan
  - Assessment Tool: Instructor developed final exam
  - Assessment Date: Fall 2018
  - 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 assessed achieve a score of at least 70%
  - 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
12	11

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 did not take the exams.

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 but one section of the course.

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

Students were assessed based on a Mid-Term Exam and a Final Exam, both of which contained both short answer essays and one long essay. Topics their answers might have included are: the experience of the colonial militia; the Constitution's military clauses and their origins; the economic and political constraints on the antebellum military; the origins, efficacy, and limitations on the National Guard; the role of the draft in the 20th Century in shaping the military;

the integration of blacks and of women into the military; the origins and impact of the All-Volunteer Force; the origins and impact of the War Powers Act; the role played by the Civil War, World War Two, and the Vietnam War in determining the military's place in a greater society.

An excellent (above 90%) answer addressed at least 8 of these items.

A good (80-90%) answer addressed at least 7.

A fair (70-80%) answer addressed at least 6.

Additional credit was given for other issues cited (correctly) that are not on the above list.

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

Ten of the eleven students (90.9%) met the standard of success.

The weakest portion of the assessment was regarding the integration of Blacks and of women in the armed forces.

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

Students were particularly strong in addressing the experience of the colonial militia, the Constitution's military clauses, the All Volunteer Force, and the War Powers Act

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 weakest in addressing the integration of women and Blacks into the Armed Forces.

Outcome 4: Describe the evolution of tactics, strategy, and technology over the span of US military history and assess those factors driving those changes.

- Assessment Plan
  - Assessment Tool: Instructor developed final exam

- Assessment Date: Fall 2018
- 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 assessed achieve a score of at least 70%
- 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
12	11

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 did not take either 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.

There was but one section of the course. All students in attendance were assessed.

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

Students were assessed based on a Mid-Term Exam and a Final Exam, both of which contained both short answer essays and one long essay. Topics their answer might have included are: The relationship between the smooth bore musket and linear tactics; the impact of the rifled musket on infantry tactics; the evolution of the "American Way of War" as it applied to the Army; the impact of Alfred Thayer Mahan on naval tactics and strategy; the impact of Giulio Douhet and of Billy Mitchell on the ideas regarding the use of air power; the evolution of the tank and the tactics and weapons that support it; the impact of the development of aircraft carriers on the conduct of naval warfare; the impact of strategic bombing

on the conduct of war; the impact of nuclear and thermonuclear weapons on the tactical and strategic levels of war.

An excellent (above 90%) answer addressed at least 8 of these items.

A good (80-90%) answer addressed at least 7.

A fair (70-80%) answer addressed at least 6.

Additional credit was given for other issues cited (correctly) that are not on the above list.

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

All eleven students met the standard of success. Many had problems addressing the impact of nuclear and thermonuclear weapons.

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

Students were strongest in addressing AT Mahan's impact on the navy; Douhet's and Mitchell's impact on airpower; and the impact of strategic bombing on the conduct of 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 weakest in their assessment of the impact of nuclear and thermonuclear weapons.

Outcome 5: Identify the origins of the "American Way of War," and assess its impact on the American military's conduct of war.

- Assessment Plan
  - Assessment Tool: Instructor developed final exam
  - Assessment Date: Fall 2018
  - 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 assessed achieve a score of at least 70%
- 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
12	11

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 did not take 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.

There was but one section of the course.

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

Students were assessed based on a Mid-Term Exam and a Final Exam, both of which contained both short answer essays and one long essay. Their answers ought to include the following individuals and their contributions to the American War of War: George Washington, Nathaniel Greene, Dennis Hart Mahan, Winfield Scott, Ulysses S. Grant, Alfred Thayer Mahan, Billy Mitchell, George C. Marshall, Dwight D. Eisenhower.

An excellent assessment (above 90%) addressed at least 8 of these individuals.

A good (80-90%) assessment addressed at least 7.

A fair (70-80%) assessment addressed at least 6.

Additional credit was given for other issues cited (correctly) that are not on the above list.

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

All eleven students met the standard of success. Many had problems with Nathaniel Greene and Winfield Scott.

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

Students were strongest in their explanations of the role played by Grant, AT Mahan, and Mitchell in the development of an American Way of 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 weakest in their explanation of the role Greene and Winfield Scott played in the development of an American Way of War.

### 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 was no prior assessment.

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 class did an excellent job of meeting student needs. I was somewhat surprised by the problems students had explaining the impact that Napoleon, Clausewitz, and Jomini had on the American military, given the time spent on those individuals during the course.

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

I will give this to the Social Science Department at a department meeting. Honestly, though, the only person who needs this report is me, as I am the only one who teaches the course.

4.

Intended Change(s)

Intended Change	Description of the change	Rationale	Implementation Date
Outcome Language	I am going to drop Outcome #1 (Discuss and analyze a selected topic in American military history) from the course.	Far too many students either do not have the skills, or do not have the time, or do not have the inclination to write a brief research essay. It is the major stumbling block for most students who do not succeed in the course, and that is the reason why I did not assign a paper in the Fall of 2020.	2022

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

6.

III. Attached Files

[216 Sample Question](#)

[216 Summary of Results](#)

**Faculty/Preparer:** David Fitzpatrick **Date:** 02/25/2021

**Department Chair:** Gregg Heidebrink **Date:** 03/18/2021

**Dean:** Scott Britten **Date:** 03/22/2021

**Assessment Committee Chair:** Shawn Deron **Date:** 06/07/2021