Course Assessment Report
Washtenaw Community College

Discipline	Course Number	Title
History	220	HST 220 02/25/2025-The Civil War Era, 1845 - 1877
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?

   Yes

   September 2019

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

   Students met the standards of success for all six outcomes.

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

   The "intended changes" were to improve the prompts on the essay questions and to revise study questions.

II. Assessment Results per Student Learning Outcome

Outcome 1: Identify the origins of the American Civil War, and describe how critical events led to the conflict.

- Assessment Plan
  - Assessment Tool: Exam
  - Assessment Date: Winter 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 assessed will 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)
2024		

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

# of students enrolled	# of students assessed
24	22

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 24 students in the section, two of whom 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 only 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.

The tool was a multiple choicemultiple-choice final exam. Answers were either right or wrong.

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
89% of MC questions asked were answered correctly. Please see attached spreadsheet and assessment narrative for further details.

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

Students had a solid grasp of most of the major events of the 1840s and 1850s that led to the Civil 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.

Questions about two subjects gave students trouble: the Whig Party and its platform, and the Compromise of 1850.

Outcome 2: Describe and evaluate the evolution of Union and Confederate strategy.

- Assessment Plan
    - Assessment Tool: Exam
    - Assessment Date: Winter 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 assessed will 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)
2024		

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

# of students enrolled	# of students assessed
24	22

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 24 students in the section, two of whom did not take the Mid-Term or 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 course had only one section.

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

The tool was a multiple-choice final exam. Answers were either right or wrong.

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
92.9% of MC questions asked were answered correctly. Please see attached spreadsheet and assessment narrative for further details.

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

Students clearly had a good fix on the origins and evolution of Union and Confederate strategy.

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.

Four questions gave students problems: Why control of the so-called border states was important, why Europe's response to the conflict mattered, what US Grant's goals were for the Overland Campaign, and the comparative significance of Vicksburg, MS, and Port Hudson, LA.

Outcome 3: Identify the key figures, both political and military, of the Union and the Confederacy, and evaluate their contributions.

- Assessment Plan
    - Assessment Tool: Exam
    - Assessment Date: Winter 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 assessed will 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)
2024		

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

# of students enrolled	# of students assessed
24	22

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 24 students in the section, two of whom did not take the Mid-Term or 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.

This outcome was not assessed.

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

Not assessed.

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
I have come to the conclusion that this outcome is little more than trivial pursuit. I intend to remove this outcome with the next update of the master syllabus.

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 4: Identify the major economic, political, and diplomatic developments during the war and assess their impact on the conflict's outcome.

- Assessment Plan
    - Assessment Tool: Exam
    - Assessment Date: Winter 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 assessed will 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)
2024		

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

# of students enrolled	# of students assessed
24	22

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 24 students in the section, two of whom did not take the Mid-Term or 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 only 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.

The tool was a multiple-choice final exam. Answers were either right or wrong.

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
96% of MC questions asked were answered correctly. Please see attached spreadsheet and assessment narrative for further details.

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

Though there were several questions (see below) with problematic results, overall students did well in this area.

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.

Questions that gave students problems included: why the Confederate Congress was so ineffective; and why Europe's response to the conflict mattered;

Outcome 5: Assess and explain the reasons for the war's outcome.

- Assessment Plan
    - Assessment Tool: Exam
    - Assessment Date: Winter 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 assessed will 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)
2024		

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

# of students enrolled	# of students assessed
24	22

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 24 students in the section, two of whom did not take the Mid-Term or 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 only 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.

The tool was a multiple-choice final exam. Answers were either right or wrong.

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
96% of MC questions asked were answered correctly. Please see attached spreadsheet and assessment narrative for further details.

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

Students clearly had an excellent understanding of the factors that shaped the war's outcome (96% correct answers)

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.

Two questions had problematic results: why Europe's response to the conflict mattered; and comparative significance of Vicksburg, MS, and Port Hudson, LA.

Outcome 6: Identify the key events of the Reconstruction Era and assess the era's successes and failures.

- Assessment Plan
    - Assessment Tool: Exam
    - Assessment Date: Winter 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 assessed will 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)
2024		

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

# of students enrolled	# of students assessed
24	22

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 24 students in the course, 22 of whom took 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 only 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.

The tool was a multiple-choice final exam. Answers were either right or wrong.

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
100% of MC questions asked were answered correctly. Please see attached spreadsheet and assessment narrative for further details.

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

Students answered correctly 100% of the questions regarding Reconstruction

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 were none

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.

The previous assessment was based on essay-style exams and therefore has little relevance to the course as it now exists.

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?

It seems clear, based on the results outlined in the attached spreadsheet, that this course is meeting the needs of students. That is, if a student's achieving a passing grade (success as defined by WCC) is the only thing that matters.

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

It will be shared in a department meeting.

4.

Intended Change(s)

Intended Change	Description of the change	Rationale	Implementation Date
Outcome Language	The outcome "Identify the key figures . . . " will be deleted.	First, that outcome is addressed indirectly in the other outcomes. Second, as I stated earlier, this outcome encourages a trivial pursuit of mentality.	2026
Outcome Language	The standard of success and scoring tool needs to be changed	As currently written, the standard assumes essay-style exams and quizzes. The course, in its current incarnation, employs multiple choice questions. Will also change the scoring tool to Answer key.	2026
Data	Future assessment reports will collect all scores from all students	Student-by-student score data is standard assessment practice.	2026

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

6.

III. Attached Files

Data
Assessment Narrative

Faculty/Preparer:	David Fitzpatrick	**Date:** 03/13/2025
Department Chair:	Christopher Barrett	**Date:** 03/15/2025
Dean:	Anne Nichols	**Date:** 03/23/2025
Assessment Committee Chair:	Jessica Hale	**Date:** 09/01/2026

Course Assessment Report
Washtenaw Community College

Discipline	Course Number	Title
History	220	HST 220 11/27/2018-The Civil War Era, 1845 - 1877
Division	Department	Faculty Preparer
Humanities, Social and Behavioral Sciences	Social Sciences	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: Identify the origins of the American Civil War, and describe how critical events led to the conflict.

- Assessment Plan
  - Assessment Tool: Exam
  - Assessment Date: Winter 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 assessed will 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)
2018		

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

# of students enrolled	# of students assessed
14	10

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.

Four students did not take the mid-term 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 only one section. All students were assessed if they took the exam.

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

The tool was an essay question that asked students to evaluate a quote by Abraham Lincoln regarding the causes of the Civil War. Students were scored based on the factual completeness of their answer (e.g., addressing the major events that led to the conflict) as well as their analysis. Students who addressed all of the major events of the 1840s and 1850s while providing an analytical framework for those events scored in the 90-100 range. Students who addressed all of the major events of the 1840s and 1850s while providing little to no analysis scored in the 80-89 range. Students who addressed some of the major events of the 1840s and 1850s while providing little to no analysis scored in the 70-79 range. Students who addressed few of the major events of the 1840s and 1850s while providing little to no analysis for those events scored in the 60-69 range.

Students who addressed none of the major events of the 1840s and 1850s while providing little to no analysis for those events scored below 60.

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
Students did a very good job of detailing the major events (e.g., the Wilmot Proviso, the Compromise of 1850, the Dred Scott decision) that led to the outbreak of the Civil War. They had some trouble placing those events in an analytical framework that explained why they led to war.

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

The students had a VERY strong grasp of the major events that led to the outbreak of the Civil 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.

Though they had a strong grasp of the events, students were less able to put those events into an analytical framework. That is, they were unable to create an argument employing those events as data points that explained why the Civil War happened when it did.

Outcome 2: Describe and evaluate the evolution of Union and Confederate strategy.

- Assessment Plan
    - Assessment Tool: Exam
    - Assessment Date: Winter 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 assessed will 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)
2018		

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

# of students enrolled	# of students assessed
14	10

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.

Four students did not take the mid-term and final 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 only one section. All students were assessed if they took the exam.

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

The tools were essay questions--one in the mid-term exam and one in the final exam--that asked students about the conduct of the war in all of its facets, in order to analyze strategy. The mid-term question asked about events to the end of 1862. The final exam question asked the students to consider the war in its entirety. For the purpose of this outcome, only the portion of the essays that addressed strategy were assessed. Students who addressed the strategic evolution of both sides over the course of the war while providing an analytical framework for those events scored in the 90-100 range. Students who addressed the strategic evolution of both sides over the course of the war with little or no analytical framework for those events scored in the 80-90 range. Students who addressed the strategic evolution of both sides over the course of the war but with gaps in their discussion, and who had little or no analytical framework for those events scored in the 70-80 range.

Students who had significant gaps in their understanding of the war's strategy and who provided little to no analysis for those events scored in the 60-69 range. Students who showed no grasp of the evolution of strategy during the war scored below 60.

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
Students did a good job of describing the evolution of Union strategy while also analyzing the strengths and weaknesses. Their essays about Confederate strategy were less strong, in part, I think, because there was little actual strategic focus, as that term is understood, in the Confederate war effort.

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

Most students did an excellent job of descrbing the evolution of Union strategy and the reasons for its various shifts.

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 less well-versed on the subject of Confederate strategy. Part of the problem surely was the fact that the Confederacy had little in the way of a coherent strategy for much of the war. Still, students might have observed that fact as a part of their answer. A possible fix to this might be to have more tightly focused study questions that address the subject and to make certain the test prompt is adequate.

Outcome 3: Identify the key figures, both political and military, of the Union and the Confederacy, and evaluate their contributions.

- Assessment Plan
    - Assessment Tool: Exam
    - Assessment Date: Winter 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 assessed will 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)
2018		

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

# of students enrolled	# of students assessed
14	10

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.

Four students did not take the mid-term and final 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 only one section. All students were assessed if they took the exam.

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

The tools were essay questions--one in the mid-term exam and one in the final exam--that asked students about the conduct of the war in all of its facets, in order to analyze key figures. The mid-term question asked about events to the end of 1862. The final exam question asked the students to consider the war in its entirety. For the purpose of this outcome, only the portion of the essays that addressed the war's key figures were assessed. Students whose essays addressed Lincoln, Stanton, Davis, Lee, Bragg, Joe Johnston, Hood, McClellan, Halleck, Meade, Grant, and Sherman, and who did so in an analytical framework scored in the 90-100 range. Students whose essays addressed all of those named above and who did so with little or no analytical framework scored in the 80-90 range.

Students whose essays addressed a majority of those named above and who did so with little or no analytical framework scored in the 70-80 range.

Students whose essays addressed fewer than half of those named above and who did so with little or no analytical framework scored in the 60-70 range.

Students whose essays showed little to no grasp of the war's key figures scored below 60.

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

Though all students met the standard of success, the performance on this outcome was weak. All students addressed the obvious figures (e.g., Lincoln, Grant, and Lee), but most failed to address some of the less famous yet important figures (e.g., Stanton and Joe Johnston).

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

As noted above, students had a good grasp of the contributions and importance of well-known (e.g., Lincoln) major figures.

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 displayed a less-than-perfect understanding of the role played by less well-known yet important figures (e.g., Bragg). Study questions that are better focused might solve this problem.

Outcome 4: Identify the major economic, political, and diplomatic developments during the war and assess their impact on the conflict's outcome.

- Assessment Plan
    - Assessment Tool: Exam
    - Assessment Date: Winter 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 assessed will 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)
2018		

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

# of students enrolled	# of students assessed
14	10

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.

Four students failed to take the mid-term and final 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 only one section. All students were assessed if they took the exam.

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

The tools were essay questions--one in the mid-term exam and one in the final exam--that asked students about the conduct of the war in all of its facets, in order to analyze politics, economics, and diplomacy. The mid-term question asked about events to the end of 1862. The final exam question asked the students to consider the war in its entirety. For the purpose of this outcome, only the portion of the essays that addressed the war's key figures were assessed.

Students whose essays addressed in detail developments in all three arenas above and who did so in an analytical framework scored in the 90-100 range.

Students whose essays addressed in detail the developments in all three arenas above but who did so with little or no analysis scored in the 80-90 range.

Students whose essays addressed developments with gaps in all three arenas above but who did so with little or no analysis scored in the 70-80 range.

Students whose essays addressed developments in one or two arenas above and who did so with little or no analysis scored in the 60-70 range.

Students whose essays showed little to no grasp of any of the above arenas scored below 60.

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
Students did very well addressing the critical diplomatic developments for both sides. Their understanding of Northern politics was strong, as was their undestanding of the North's economy (esp. its developments in its banking system). Their understanding of the South's politics and its economy were less well-developed.

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

Students had a solid grasp of the war's diplomacy as well as of economic and political developments in the North.

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 an uncertain grasp of political and economic developments in the South. Part of the problem here is that neither the recorded lecture nor the course text are as thorough in addressing the South as they are the North. But, as with other shortcomings, adjustments to the study questions might help solve this issue.

Outcome 5: Assess and explain the reasons for the war's outcome.

- Assessment Plan
    - Assessment Tool: Exam
    - Assessment Date: Winter 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 assessed will 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)
2018		

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

# of students enrolled	# of students assessed
14	10

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.

Four students 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 only one section. All students were assessed if they took the exam.

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

The tool was an essay question in the final exam that asked students about the reasons for the war's outcome in all of its facets. Students whose essays addressed military, political, diplomatic, and economic developments, and who did so in an analytical framework scored in the 90-100 range. Students whose essays addressed military, political, diplomatic, and economic developments, and who did little or no analysis scored in the 80-90 range. Students whose essays failed to address one of the above arenas, and who did so with little or no analysis scored in the 70-80 range.

Students whose essays failed to address two of the above arenas, and who did so with little or no analysis scored in the 60-70 range. Students whose essays addressed one or none of the above arenas scored below 60.

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
Students' essays were particularly strong in addressing the military factors that determined the war's outcome. Most students wrote essays that did a good job of addressing diplomatic issues, as well. The role played by politics and by economics were less well-developed.

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

As noted above, students were very well-versed in the military factors that shaped the war's outcome.

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' essays frequently addressed political and economic factors that shaped the war's outcome in only a cursory manner, especially where the Confederacy was concerned. This problem might be solved by focusing the study questions as well as by providing a more clear prompt in the essay question.

Outcome 6: Identify the key events of the Reconstruction Era and assess the era's successes and failures.

- Assessment Plan
    - Assessment Tool: Exam
    - Assessment Date: Winter 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 assessed will 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)
2018		

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

# of students enrolled	# of students assessed
14	10

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.

Four students took neither the mid-term nor 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 only one section. All students were assessed if they took the exam.

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

The tool was an essay question in the final exam that asked students to assess the accomplishments and failures of Reconstruction.

Students whose essays addressed the vast majority of the era's accomplishments and failures, and who did so in an analytical framework scored in the 90-100 range.

Students whose essays addressed the vast majority of the era's accomplishments and failures, but who did so with little analysis scored in the 80-90 range.

Students whose essays addressed the some of the era's accomplishments and failures, but who did so with little analysis scored in the 70-80 range.

Students whose essays addressed very few of the era's accomplishments and failures and who did so with little analysis scored in the 60-70 range.

Students whose essays displayed no evidence of the era's accomplishments and failures scored below 60.

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
Virtually every student displayed an excellent understanding of the poltical and economic accomplishments and shortcomings of Reconstruction.

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

As noted above, students' essays were very strong and displayed a very good grasp of the course of Reconstruction, its accomplishments, and its failure.

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 noted.

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.

To the best of my knowledge there is no prior assessment 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 that this course is meeting the needs of those students interested in a serious academic study of the causes, conduct, and consequences of the American Civil War. My findings in this assessment, in my mind, confirms this judgment. Honestly, nothing I found here was terribly surprising.

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

This will be discussed in a future meeting of the Social Science Department.

4.

Intended Change(s)

Intended Change	Description of the change	Rationale	Implementation Date
Assessment Tool	Essay questions will be changed to add or improve prompts in areas noted above.	The findings of the assessment report above	2019
Course Materials (e.g. textbooks, handouts, on-line ancillaries)	Add study questions and/or edit those that exist to address shortcomings noted above.	Findings in this report	2019

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

6.

III. Attached Files

Faculty/Preparer:	David Fitzpatrick	**Date:** 08/19/2019
Department Chair:	Gregg Heidebrink	**Date:** 08/19/2019
Dean:	Kimberly Jones	**Date:** 08/19/2019
Assessment Committee Chair:	Shawn Deron	**Date:** 09/10/2019