

Course Assessment Report
Washtenaw Community College

| Discipline | Course Number | Title |
|--|----------------|---|
| History | 108 | HST 108 02/02/2019-The Ancient and Medieval World |
| Division | Department | Faculty Preparer |
| Humanities, Social and Behavioral Sciences | Social Science | Ian Rush |
| 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: Articulate and analyze the development of civilization in Africa, Asia, Europe and the Americas during the ancient and medieval periods.

- Assessment Plan
 - Assessment Tool: Departmental exam
 - Assessment Date: Fall 2018
 - 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: Departmentally developed rubric

- Standard of success to be used for this assessment: 70% of students will score 70% or higher
- Who will score and analyze the data: Departmental faculty

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 |
|------------------------|------------------------|
| 44 | 40 |

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.

Two students withdrew from the course and two students audited the course. Thus, only 40 students took the exam in question.

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 were only two sections of the course; they were both daytime, on-campus sections. All students from both sections were assessed.

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

I used a multi-part essay question in which each part addressed one of the student learning outcomes. Part one of the essay question, which was used to assess this outcome, included two items that were scored with a 5-point rubric, for a possible total of 10 points. (The attached document includes the essay question, its links to each outcome and the scoring rubric.)

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 40 students who took the exam, 35 of them scored 7 or higher (70% or higher) on this section of the essay. Thus, 87.5% of students met the standard of

success for the course. Because this is greater than the 70% benchmark, this outcome has been successfully achieved.

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

Overall, I was pleased with students' answers to the essay question. Generally, they showed a solid understanding of how these societies developed over time.

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.

While I was pleased with the fact that most of my students met the benchmark, I was disappointed not to have had a success rate above 90%. When teaching these topics in future classes, I plan to spend more time discussing how each schism occurred.

Outcome 2: Articulate the connections between the various societies of the world during the ancient and medieval periods.

- Assessment Plan
 - Assessment Tool: Departmental exam
 - Assessment Date: Fall 2018
 - 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: Departmentally developed rubric
 - Standard of success to be used for this assessment: 70% of students will score 70% or higher
 - Who will score and analyze the data: Departmental faculty

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 |
|------------------------|------------------------|

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.

Two students withdrew from the course and two students audited the course. Thus, only 40 students took the exam in question.

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 were only two sections of the course; they were both daytime, on-campus sections. All students from both sections were assessed.

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

I used a multi-part essay question in which each part addressed one of the student learning outcomes. Part two of the essay question, which was used to assess this outcome, included two items that were scored with a 5-point rubric, for a possible total of 10 points. (The attached document includes the essay question, its links to each outcome and the scoring rubric.)

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 40 students who took the exam, 32 of them scored 7 or higher (70% or higher) on this section of the essay. Thus, 80% of students met the standard of success for the course. Because this is greater than the 70% benchmark, this outcome has been successfully achieved.

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

Overall, I was pleased with students' answers to the essay question. Generally, they showed a solid understanding of the connections between these societies.

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.

While I was pleased with the fact that most of my students met the benchmark, I was disappointed not to have had a success rate above 90%. When teaching these topics in future classes, I plan to spend more time discussing the similarities and differences between the schisms.

Outcome 3: Articulate the various ways in which ancient and medieval people have influenced the world we live in today.

- Assessment Plan
 - Assessment Tool: Departmental exam
 - Assessment Date: Fall 2018
 - 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: Departmentally developed rubric
 - Standard of success to be used for this assessment: 70% of students will score 70% or higher
 - Who will score and analyze the data: Departmental faculty

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 |
|------------------------|------------------------|
| 44 | 40 |

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.

Two students withdrew from the course and two students audited the course. Thus, only 40 students took the exam in question.

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 were only two sections of the course; they were both daytime, on-campus sections. All students from both sections were assessed.

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

I used a multi-part essay question in which each part addressed one of the student learning outcomes. Part three of the essay question, which was used to assess this outcome, included two items that were scored with a 5-point rubric, for a possible total of 10 points. (The attached document includes the essay question, its links to each outcome and the scoring rubric.)

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 40 students who took the exam, 33 of them scored 7 or higher (70% or higher) on this section of the essay. Thus, 82.5% of students met the standard of success for the course. Because this is greater than the 70% benchmark, this outcome has been successfully achieved.

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

Overall, I was pleased with students' answers to the essay question. Generally, they showed a solid understanding of how these societies have influenced the modern world.

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.

While I was pleased with the fact that most of my students met the benchmark, I was disappointed not to have had a success rate above 90%. When teaching these topics in future classes, I plan to spend more time discussing how these schisms impacted the Christian and Muslim worlds.

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 previous report because this is the first time this course has been taught.

- 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 seems to be meeting the needs of most of my students. Indeed, it seems to be meeting their needs better than my other courses. For example, the most significant thing to come to light during the assessment process was the withdrawal rate. Only 2 of 44 students (4.5%) withdrew from the course. This is much lower than the withdrawal rate in my courses in previous semesters. For example, 10 of 71 students (14.1%) withdrew from my HST 121 classes during the Winter 2018 semester. The main difference between these courses was the timing and subject matter of the writing assignment. The HST 121 classes had a short book review due during week 6 of the semester, at which point several students simply withdrew from the course. The HST 108 classes (the subject of this assessment report) had a short film review due at the end of the semester. By pushing the writing assignment to a point later in the semester, the students already had a vested interest in completing the course by the time the writing assignment was due. Also, by changing the subject matter from a book to a film, those students who might have been overwhelmed by having to read an additional book were encouraged to remain in the class and write about one of the documentary films viewed in the class. Given the substantial increase in the retention rate for my students, I plan to use this strategy in all of my courses in future semesters.

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

I will discuss the results with my department head.

- Intended Change(s)

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

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

6.

III. Attached Files

[HST 108 Assessment Report](#)

Faculty/Preparer:

Ian Rush

Date: 02/03/2019

Department Chair: Gregg Heidebrink **Date:** 03/01/2019
Dean: Kristin Good **Date:** 03/04/2019
Assessment Committee Chair: Shawn Deron **Date:** 03/21/2019