

**Course Assessment Report
Washtenaw Community College**

Discipline	Course Number	Title
History	150	HST 150 06/11/2013- African American History
Division	Department	Faculty Preparer
Humanities, Social and Behavioral Sciences	Social Science	Thornton Perkins
Date of Last Filed Assessment Report		

I. Assessment Results per Student Learning Outcome

Outcome 1: Students will be able to articulate the significant cultural, social, political, and economic developments within the African-American population from 1619 to the present.

- Assessment Plan
 - Assessment Tool: Department evaluated final exam
 - Assessment Date: Fall 2005
 - Course section(s)/other population:
 - Number students to be assessed: Number of students to be assessed is 30
 - How the assessment will be scored:
 - Standard of success to be used for this assessment:
 - Who will score and analyze the data:

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)
	2012	

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

# of students enrolled	# of students assessed
53	46

3. If the number of students assessed differs from the number of students enrolled, please explain why all enrolled students were not assessed, e.g. absence, withdrawal, or did not complete activity.

All students who completed the course were 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.

All students in all sections were assessed.

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

The final exam was given to students. Objective questions were reviewed and two essay questions were given. Another faculty member blind-scored the essay questions using a departmentally-developed rubric. The total exam score (100 points) was used to determine the student's success. The objective test responses were analyzed individually to identify areas of weakness either in content coverage or test question.

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

93.4% (43 of 46) of the students scored 70% or higher. These results showed that students are learning the course material and can meet the student learning outcomes.

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

Student response to objective questioning was strong. Student responses to the essay questions was overall very strong in their summarizing skills and paragraph construction. Further, they were able to recall the background and contributions of both male and female major African-American leaders.

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.

Item analysis of the objective questions show some areas of weakness. These content areas will be identified. The item analysis also showed that students were challenged when asked to perform deductive and integrative reasoning. Instructional content will be added to provide more focus on content areas as well as additional deductive and integrative reasoning activities.

Outcome 2: Students will articulate the significant contributions of African-Americans to American institutions and culture.

- Assessment Plan
 - Assessment Tool: Department evaluated final exam
 - Assessment Date: Fall 2005
 - Course section(s)/other population:
 - Number students to be assessed: Number of students to be assessed is 30
 - How the assessment will be scored:
 - Standard of success to be used for this assessment:
 - Who will score and analyze the data:

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)
	2012	

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

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All students who completed the course were 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.

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

The final exam was given to students. Objective questions were reviewed and two essay questions were given. Another faculty member blind-scored the essay questions using a departmentally-developed rubric. The total exam score (100 points) was used to determine the student's success. The objective test responses were analyzed individually to identify areas of weakness either in content

coverage or test question.

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

93.4% (43 of 46) of the students scored 70% or higher. These results showed that students are learning the course material and can meet the student learning outcomes.

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

Student response to objective questioning was strong. Student responses to the essay questions was overall very strong in their summarizing skills and paragraph construction. Further, they were able to recall the background and contributions of both male and female major African-American leaders.

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.

Item analysis of the objective questions show some areas of weakness. These content areas will be identified. The item analysis also showed that students were challenged when asked to perform deductive and integrative reasoning. Instructional content will be added to provide more focus on content areas as well as additional deductive and integrative reasoning activities.

II. Course Summary and Action Plans Based on Assessment Results

1. Describe your overall impression of how this course is meeting the needs of students. Did the assessment process bring to light anything about student achievement of learning outcomes that surprised you?

Student performance on the assessment tool has been consistent over time. Continued review of the tool has and will continue to improve students' performance in the upper-levels of the cognitive domain, such as upper-level critical thinking skills, application and synthesis.

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

Results will be identified and discussed at a departmental meeting.

3.

Intended Change(s)

Intended Change	Description of the change	Rationale	Implementation Date
Other: Group Assignments	Add additional group assignments that require higher-level critical thinking skills.	Continuous improvement of student learning.	2013

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

III. Attached Files

[HST 150 assessment attachments](#)

Faculty/Preparer: Thornton Perkins

Date: 6/11/13

Department Chair: Randy LaHote

Date: 6/13/13

Dean: Dena Blair

Date: 6/14/13

Assessment Committee Chair: Michelle Garey

Date: 7/16/13