

**Course Assessment Report
Washtenaw Community College**

Discipline	Course Number	Title
Academic Skills (new)	107	ACS 107 03/30/2022- College Reading and Learning Strategies
College	Division	Department
Humanities, Social and Behavioral Sciences	Humanities, Social and Behavioral Sciences	English & College Readiness
Faculty Preparer		Jessica Hale
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

01/10/2018

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

Students met the standard of success for this course.

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

There were two intended changes:

1) We may modify the course objectives to create a smoother experience for students progressing from ACS 107 to ACS 108.

2) We have created a course master site in Blackboard and have built all of the assignment instructions and rubrics into that course. Instructors will score using the Blackboard rubrics and download the appropriate columns from the Grade Center for assessment purposes. These spreadsheets will be uploaded at the end of each term in the ACS Instructor Resource Site. The use of Blackboard rubrics will allow for easier data compilation.

Since the last assessment report, we worked to create better alignment between ACS 107 and ACS 108. In addition, we leveraged Blackboard to help create a more streamlined assessment process.

II. Assessment Results per Student Learning Outcome

Outcome 1: Apply active reading and learning strategies to summarize articles.

- Assessment Plan
 - Assessment Tool: Departmentally-created reflective capstone project
 - Assessment Date: Winter 2018
 - Course section(s)/other population: All sections
 - Number students to be assessed: Random representative sample of 20% of students who finish the capstone project
 - How the assessment will be scored: Departmentally-developed rubric
 - Standard of success to be used for this assessment: 75% of students will score 73% or higher
 - Who will score and analyze the data: Department 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)
2021, 2020	2021, 2020	2021, 2020

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

# of students enrolled	# of students assessed
308	143

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.

In the last few years, there have been changes to how students are placed into ACS 107, the number of students placed into ACS 107, the developmental sequence as a whole, and the modalities in which ACS 107 is taught. To increase the power of the assessment results, all of the students assessed between Winter 2020 and Fall 2021 were included in the analysis rather than a random sample of 20%. Fall 2020 marks the last semester in which ACS 107 was taught in a strictly face-to-face format; now, ACS 107 is available in both a face-to-face and virtual format.

It is important to note that one section of data was inaccessible. The instructor did not use Blackboard for assessment, is no longer an employee at WCC, and could not be reached by the faculty preparer.

Further, students who withdrew from the term or received an incomplete are not included in this data. Additionally, the students who did not complete the Reflective Capstone Project are also not included in this data.

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.

Our assessment plan indicates that we would use a representative sample of 20% of the enrolled students selected randomly from the students who finish the reflective capstone project. To make the results more robust, we decided to include more students in the assessment. To that end, we used the data from all of the ACS 107 sections offered (day, evening, face-to-face, and virtual).

As previously mentioned, one section of data was inaccessible. The instructor did not use Blackboard for assessment, is no longer an employee at WCC, and could not be reached by the faculty preparer.

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

The Reflective Capstone Project consists of paraphrasing and summarizing four college-level career-based articles (25 pts. each for a total of 100 pts.) and a PowerPoint presentation (worth either 15 points or 25 points*).

*We discovered inconsistencies in the rubrics instructors were using to score the presentation portion of the Reflective Capstone Project. It appears that in Winter 2020 when courses converted to virtual formats, instructors removed some of the rubric criterion related to presentation performance. As a result, the scores for this aspect of the project are not "apples to apples." In an effort to use the available data, the scores for the four article annotations are reported separately and the presentation scores were converted to percentages for comparison. This issue has already been remedied for Winter 2022, but selection of a 15-point rubric will be included as an intended change.

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

For all of the included sections, the percentage of students with a score of 73% or greater was 77% on the article annotations (110/143).

- The average score for Article 1 was 82% (20.59/25)
- The average score for Article 2 was 85% (21.14/25)
- The average score for Article 3 was 83% (20.81/25)
- The average score for Article 4 was 83% (20.67/25)
- The overall average score on the reflective research capstone project was 83% (83/100).

The standard of success was met.

For all of the included sections, the percentage of students with a score of 73% or greater was 96 on the presentation (137/143).

- The average score for the presentation portion of the project was 95%.

The standard of success was met.

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

Based on this assessment, the threshold for learning outcome achievement was met. The project instructions and rubric seemed to guide students to effectively achieve the course outcomes across sections and modalities (face-to-face and virtual).

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.

Based on the analysis of student performance, it is clear that not enough students are completing this project. The number of students that completed this SLO is smaller than SLO2 or SLO3. It can be inferred that the article annotations and presentation appear to be challenging students. This project should be revised to promote completion.

It is recommended that the presentation portion be removed from the project, thereby encouraging students to focus more on their article summaries. It is also recommended that students work on these articles throughout the term and have the opportunity to revise their work after receiving feedback for additional points. These changes will better align ACS 107 with ACS 108 in terms of formative feedback and summative assessment.

Outcome 2: Expand reading vocabulary and implement strategies to improve.

- Assessment Plan
 - Assessment Tool: Department-created vocabulary assessment
 - Assessment Date: Winter 2021
 - Course section(s)/other population: All sections
 - Number students to be assessed: Random representative sample of 20% of students who complete the vocabulary assessment
 - How the assessment will be scored: Departmental answer key
 - Standard of success to be used for this assessment: 75% of students will score 73% or higher
 - 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)
2021, 2020	2021, 2020	2021, 2020

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

# of students enrolled	# of students assessed
308	194

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.

In the last few years, there have been changes to how students are placed into ACS 107, the number of students placed into ACS 107, the developmental sequence as a whole, and the modalities in which ACS 107 is taught. To increase the power of the assessment results, all of the students assessed between Winter 2020 and Fall 2021 were included in the analysis rather than a random sample of 20%. Fall 2020 marks the last semester in which ACS 107 was taught in a strictly face-to-face format; now, ACS 107 is available in both a face-to-face and virtual format.

It is important to note that one section of data was inaccessible. The instructor did not use Blackboard for assessment, is no longer an employee at WCC, and could not be reached by the faculty preparer.

Further, students who withdrew from the term or received an incomplete are not included in this data. Additionally, the students who did not complete the Vocabulary Assessment are also not included in this data.

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.

Our assessment plan indicates that we would use a representative sample of 20% of the enrolled students selected randomly from the students who finish the vocabulary assessment. To make the results more robust, we decided to include more students in the assessment. To that end, we used the data from all of the ACS 107 sections offered (day, evening, face-to-face, and virtual).

As previously mentioned, one section of data was inaccessible. The instructor did not use Blackboard for assessment, is no longer an employee at WCC, and could not be reached by the faculty preparer.

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

The assessment tool used for this outcome is a departmentally-created vocabulary assessment. The test consists of 50 multiple choice questions and each question is worth one point. The test is administered through Blackboard and scored using an answer key.

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

For all of the included sections, 94% of students scored 73% or higher on the vocabulary assessment (183/194).

The average score on the vocabulary assessment was 92%.

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

Based on this assessment, the threshold for learning outcome achievement was met. The project instructions and rubric seemed to guide students to effectively achieve the course outcomes across sections and modalities (face-to-face and virtual).

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.

This SLO had the greatest student response rate and students performed well. That said, a multiple-choice vocabulary assessment doesn't seem to be as meaningful as asking students to articulate the strategies they are using to promote vocabulary acquisition. As vocabulary and context clues are covered on the Student Profile, we would like to remove this SLO to reduce redundancy. Additionally, we will make vocabulary one of the required paragraphs on the Student Profile.

Outcome 3: Discuss and reflect on learning strategies essential to academic success.

- Assessment Plan
 - Assessment Tool: Final Project - Student Profile
 - Assessment Date: Winter 2018
 - Course section(s)/other population: All sections
 - Number students to be assessed: Random representative sample of 20% of students who finish the capstone project
 - How the assessment will be scored: Departmentally-developed rubric
 - Standard of success to be used for this assessment: 75% of students will score 73% or higher
 - Who will score and analyze the data: Department 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)
2021, 2020	2021, 2020	2021, 2020

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

# of students enrolled	# of students assessed
308	175

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.

In the last few years, there have been changes to how students are placed into ACS 107, the number of students placed into ACS 107, the developmental sequence as

a whole, and the modalities in which ACS 107 is taught. To increase the power of the assessment results, all of the students assessed between Fall 2020 and Fall 2021 were included in the analysis rather than a random sample of 20%. Fall 2020 marks the last semester in which ACS 107 was taught in a strictly face-to-face format; now, ACS 107 is available in both a face-to-face and virtual format.

It is important to note that one section of data was inaccessible. The instructor did not use Blackboard for assessment, is no longer an employee at WCC, and could not be reached by the faculty preparer.

Further, students who withdrew from the term or received an incomplete are not included in this data. Additionally, the students who did not complete the Student Profile are also not included in this data.

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.

Our assessment plan indicates that we would use a representative sample of 20% of the enrolled students selected randomly from the students who finish the Student Profile. To make the results more robust, we decided to include more students in the assessment. To that end, we used the data from all of the ACS 107 sections offered (day, evening, face-to-face, and virtual).

As previously mentioned, one section of data was inaccessible. The instructor did not use Blackboard for assessment, is no longer an employee at WCC, and could not be reached by the faculty preparer.

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

The student profile is a reflective paper that provides students with the opportunity to identify and reflect on learning strategies essential to academic success. The paper include an introductory paragraph, 5 body paragraphs (8-10 sentences), and a conclusion.

The body of the paper will include a discussion of time management, self-knowledge (understanding), test taking skills and two additional skills from the list below:

- Previewing/Skimming
- Scanning

- Word Parts
- Vocabulary: Use of context clues
- Marking Written Material
- Annotating
- Paraphrasing
- Taking Notes on Text
- How to Take Lecture Notes
- Outlining
- Summarizing

Scoring is done using a rubric with four criteria worth 5 pts each for a total of 20 points.

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

For all of the included sections, 92% of students scored a 73% or greater was 77% on the Student Profile (161/175).

- The average score for the Student Profile was 90%.

The standard for success was met.

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

Based on this assessment, the threshold for learning outcome achievement was met. The project instructions and rubric seemed to guide students to effectively achieve the course outcomes across sections and modalities (face-to-face and virtual).

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.

At this time, we would like to recommend a change to the instructions of the Student Profile. Rather than requiring a paragraph on test-taking skills (which are

not particularly relevant in ACS 108 or ENG 111), we would like to make Vocabulary one of the required paragraphs on the Student Profile.

We are also hoping that by removing the Vocabulary Assessment and discussing vocabulary acquisition strategies as a part of the Student Profile, students will have more time to focus on completing this assessment. With fewer competing assignments, we hope more students attempt this essay.

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.

Since the last assessment report, we worked to create better alignment between the ACS 107 and ACS 108 and leveraged Blackboard to help create a more streamlined assessment process.

These changes were helpful in terms of improving student learning and assessing student learning.

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 appears to be meeting the needs of the students measured here. We were surprised to see how well these students adapted to virtual learning. That said, we would like to improve the number of students that complete the assessment tools and, ultimately, pass the course. We plan to continue to align the learning outcomes, course objectives, and assessment tools between ACS 107 and follow-on courses (like ACS 108, ENG 111 and ENG 111S).

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

The results of this assessment and the ACS 107 action plan will be shared with the faculty during a Department meeting.

4. Intended Change(s)

Intended Change	Description of the change	Rationale	Implementation Date
Outcome Language	Remove the following SLO:	This SLO was added with the last Master Syllabus	2023

	"Expand reading vocabulary and implement strategies to improve."	update and is redundant: The Student Profile addresses learning strategies (including vocabulary). Further, with fewer competing assignments, we hope more students attempt this essay.	
Assessment Tool	We will replace "Test Taking Skills" on the Student Profile Essay.	We plan to eliminate SLO2 to reduce redundancy and increase student completion. Vocabulary was already included as an optional element on the Student Profile so we have decided to make this component required and reduce redundancy.	2023
Assessment Tool	Revise the Capstone Project.	Based on the analysis of student performance, it is clear that not enough students are completing this project. By eliminating the presentation (which is in line with recent revisions to ACS 108), and allowing students the opportunity to work on the article summaries throughout the term (with an opportunity to revise their work	2023

		after receiving feedback), we hope to increase the number of completed projects.	
Other: rubrics	Ensure consistency of rubrics used for all assessment tools.	In the current assessment, there was inconsistency in the rubrics used to score the presentation component of the Reflective Capstone Project. This has been remedied for Winter 2022.	2022

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

Data provided from IR shows that success rates for 10-week virtual sections of ACS 107 were very low. As a result, we will cease offering this option.
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III. Attached Files

[Instructions and Rubrics](#)
[ACS 107 Data](#)

Faculty/Preparer: Jessica Hale **Date:** 04/11/2022

Department Chair: Carrie Krantz **Date:** 04/18/2022

Dean: Scott Britten **Date:** 04/19/2022

Assessment Committee Chair: Shawn Deron **Date:** 06/13/2022

Course Assessment Report
Washtenaw Community College

Discipline	Course Number	Title
Academic Skills	107	ACS 107 01/09/2018- College Reading and Study Skills
Division	Department	Faculty Preparer
Humanities, Social and Behavioral Sciences	Academic Skills	Jessica Hale
Date of Last Filed Assessment Report		

I. Assessment Results per Student Learning Outcome

Outcome 1: Self-evaluate and improve strengths and areas for academic growth in reading and study skills.

- Assessment Plan
 - Assessment Tool: Departmentally-created reflective capstone project
 - Assessment Date: Winter 2018
 - Course section(s)/other population: Representative sample of 20% of the enrolled students selected randomly from the students who finish the capstone project.
 - Number students to be assessed: Approximately 50 students
 - How the assessment will be scored: Departmentally-developed rubric
 - Standard of success to be used for this assessment: 75% of students will score 73% or higher on the reflective capstone project.
 - Who will score and analyze the data: Department faculty will blind-score the reflective capstone project. The data will be analyzed by department 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)
2017		

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

# of students enrolled	# of students assessed
238	191

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.

To increase the power of the assessment results, all of the students assessed in Fall 2017 were included in the analysis rather than a random sample of 20%. Additionally, rather than just look at students who completed all of the components of the capstone project, we used all of the students that attempted at least 1 part of the capstone project. Students not included in this data did not attempt the final assessment, withdrew from the course, or received an incomplete.

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.

Our assessment plan indicates that we will use a representative sample of 20% of the enrolled students selected randomly from the students who finished the capstone project.

To promote more meaningful results, we decided to include more students in the assessment. To that end, we used the data from all of the sections of ACS 107. The course is only taught in a face-to-face format so no data regarding blended or online sections exists.

Additionally, rather than blind grading, instructors graded the capstone project as a part of the course and then shared the results through the ACS Instructor Resource Site. These results were compiled for this assessment report.

All sections are taught face-to-face.

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

The assessment tool used for this outcome is a departmentally-created reflective capstone project which consists of summarizing four college-level career-based articles and a PowerPoint presentation.

The project is initiated during the last five weeks of the course, following ten weeks of skill development. The project includes a library presentation to instruct students on how to utilize the databases to access the required reading materials. The instructor teaches summarizing techniques as well as clarifying the project requirements using the ACS 107 capstone project rubric. Students have the opportunity to edit and re-edit to master the summarizing skill.

In addition to summarizing the articles, the students are required to create and present a PowerPoint presentation based on the career articles using the ACS 107 capstone project rubric.

Since the last assessment report, we have focused on instructor training and clear assessment expectations with all ACS 107 faculty. Now, all instructors are utilizing the same rubrics and instructions for the article summarizations and the PowerPoint capstone project. The grades assigned by the instructors in their courses are the grades used in this assessment report rather than grades assigned through blind grading.

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

For all of the included sections, the percentage of students with a score of 73% or greater was **83% (158/190)**.

The overall average score on the reflective research capstone project was **85% (106.70/125)**.

- The average score for Article 1 was **93% (23.28/25)**.
- The average score for Article 2 was **85% (21.32/25)**.
- The average score for Article 3 was **84% (21.03/25)**.
- The average score for Article 4 was **80% (19.95/25)**.
- The average score for the presentation portion of the project was **86% (21.46/25)**.

The standard for success was met.

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

Based on this assessment, the threshold for learning outcome achievement was met. The project instructions and rubric seemed to guide students to effectively achieve the course outcomes across sections.

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 met the standard for success for this course. It is worth noting that the lowest average score appears to be on the fourth article. It is possible that the timing of this assignment in the semester means students have less time to devote to the article and less time to make revisions.

In our last assessment report, we also discussed the need for ongoing training for ACS 107 instructors on assessment expectations and rubrics. Since this training has been in place, the consistency of data available for analysis has increased (hence the large sample size for this report). We will continue these trainings to work towards even greater consistency in terms of grading and assessment data compilation.

We are also working to create greater alignment between ACS 107 and 108. As a result, we may modify the final assessment of course outcomes to create a smoother experience for students progressing from ACS 107 to ACS 108.

Outcome 2: Expand reading vocabulary and implement strategies to improve.

- Assessment Plan
 - Assessment Tool: Departmentally-created reflective capstone project
 - Assessment Date: Winter 2018
 - Course section(s)/other population: Representative sample of 20% of the enrolled students selected randomly from the students who finish the capstone project.
 - Number students to be assessed: Approximately 50 students
 - How the assessment will be scored: Departmentally-developed rubric
 - Standard of success to be used for this assessment: 75% of students will score 73% or higher on the reflective capstone project.
 - Who will score and analyze the data: Department faculty will blind-score the reflective capstone project. The data will be analyzed by the department 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)
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2017		
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2. Provide assessment sample size data in the table below.

# of students enrolled	# of students assessed
238	191

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.

To increase the power of the assessment results, all of the students assessed in Fall 2017 were included in the analysis rather than a random sample of 20%. Additionally, rather than just look at students that completed all of the components of the capstone project, we used all of the students who attempted at least 1 part of the capstone project. Students not included in this data did not attempt the final assessment, withdrew from the course, or received an incomplete.

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.

Our assessment plan indicates that we will use a representative sample of 20% of the enrolled students selected randomly from the students who finished the capstone project.

To promote more meaningful results, we decided to include more students in the assessment. To that end, we used the data from all of the sections of ACS 107. The course is only taught in a face-to-face format so no data regarding blended or online sections exists.

Additionally, rather than blind grading, instructors graded the capstone project as a part of the course and then shared the results through the ACS Instructor Resource Site. These results were compiled for this assessment report.

All sections are taught face-to-face.

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

The assessment tool used for this outcome is a departmentally-created reflective capstone project; which consists of summarizing four college-level career-based articles and a PowerPoint presentation.

The project is initiated during the last five weeks of the course, following ten weeks of skill development. The project includes a library presentation to instruct

students on how to utilize the databases to access the required reading materials. The instructor teaches summarizing techniques as well as clarifying the project requirements using the ACS 107 capstone project rubric. Students have the opportunity to edit and re-edit to master the summarizing skill.

In addition to summarizing the articles, the students are required to create and present a PowerPoint presentation based on the career articles using the ACS 107 capstone project rubric.

Since the last assessment report, we have focused on instructor training and clear assessment expectations with all ACS 107 faculty. Now, all instructors are utilizing the same rubrics and instructions for the article summarizations and the PowerPoint capstone project. The grades assigned by the instructors in their courses are the grades used in this assessment report rather than grades assigned through blind grading.

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

For all of the included sections, the percentage of students with a score of 73% or greater was **83% (158/190)**.

The overall average score on the reflective research capstone project was **85% (106.70/125)**.

- The average score for Article 1 was **93% (23.28/25)**.
- The average score for Article 2 was **85% (21.32/25)**.
- The average score for Article 3 was **84% (21.03/25)**.
- The average score for Article 4 was **80% (19.95/25)**.
- The average score for the presentation portion of the project was **86% (21.46/25)**.

The standard for success was met.

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

Based on this assessment, the threshold for learning outcome achievement was met. The project instructions and rubric seemed to guide students to effectively achieve the course outcomes across sections.

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 met the standard for success for this course. It is worth noting that the lowest average score appears to be on the fourth article. It is possible that the timing of this assignment in the semester means students have less time to devote to the article and less time to make revisions.

In our last assessment report, we also discussed the need for ongoing training for ACS 107 instructors on assessment expectations and rubrics. Since this training has been in place, the consistency of data available for analysis has increased (hence the large sample size for this report). We will continue these trainings to work towards even greater consistency in terms of grading and assessment data compilation.

We are also working to create greater alignment between ACS 107 and 108. As a result, we may modify the final assessment of course outcomes to create a smoother experience for students progressing from ACS 107 to ACS 108.

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?

Based on this assessment, the threshold for learning outcome achievement was met. The project instructions and rubric seemed to guide students to effectively achieve the course outcomes across sections. In addition, the instructions and rubric provided continuity between instructors.

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

We will share this information with Department faculty at the next required Departmental faculty meeting.

3. Intended Change(s)

Intended Change	Description of the change	Rationale	Implementation Date
Objectives	We may modify the course objectives to create a smoother experience for students progressing from ACS 107 to ACS 108.	We are also working to create greater alignment between ACS 107 and 108.	2018
Course Materials (e.g. textbooks, handouts, on-line ancillaries)	We have created a course master site in Blackboard and have built all of the assignment instructions and rubrics into that course. Instructors will grade using the Blackboard rubrics and download the appropriate columns from the Grade Center for assessment purposes. These spreadsheets will be uploaded at the end of each term in the ACS Instructor Resource Site. The use of Blackboard rubrics will allow for easier data compilation.	The use of Blackboard rubrics will allow for easier data compilation and ensure that everyone (even new instructors) are using the same instructions and rubrics.	2018

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

5.

III. Attached Files

[Data Instructions and Rubrics](#)

Faculty/Preparer:

Jessica Hale

Date: 01/10/2018

Department Chair: Jessica Hale **Date:** 01/10/2018
Dean: Kristin Good **Date:** 01/11/2018
Assessment Committee Chair: Michelle Garey **Date:** 02/26/2018

Course Assessment Report
Washtenaw Community College

Discipline	Course Number	Title
Academic Skills	107	ACS 107 02/16/2017- College Reading and Study Skills
Division	Department	Faculty Preparer
Humanities, Social and Behavioral Sciences	Academic Skills	Jean Morrison
Date of Last Filed Assessment Report		

I. Assessment Results per Student Learning Outcome

Outcome 1: Self-evaluate and improve strengths and areas for academic growth in reading and study skills.

- Assessment Plan
 - Assessment Tool: Departmentally-created reflective capstone project
 - Assessment Date: Winter 2018
 - Course section(s)/other population: Representative sample of 20% of the enrolled students selected randomly from the students who finish the capstone project.
 - Number students to be assessed: Approximately 50 students
 - How the assessment will be scored: Departmentally-developed rubric
 - Standard of success to be used for this assessment: 75% of students will score 73% or higher on the reflective capstone project.
 - Who will score and analyze the data: Department faculty will blind-score the reflective capstone project. The data will be analyzed by department 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)
2016		

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

# of students enrolled	# of students assessed
251	50

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.

This was a sampling of 20% of the enrolled students selected randomly from those who finish the capstone project.

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.

A sampling from every section is included with the exception of two sections that did not submit appropriate data. This course is only taught in a face to face format.

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

The assessment tool used for this outcome is a departmentally-created reflective capstone project; which consists of summarizing four college level career based articles and a Power Point presentation. The project is initiated during the last five weeks of the course following ten weeks of skill development. The project includes a library presentation to instruct students on how to utilize the databases to access the required reading materials and the instructor teaches summarizing techniques as well as clarifying the project requirements using the ACS 107 capstone project rubric. Students have the opportunity to edit and re-edit to master the summarizing skill.

In addition to summarizing the articles, the students are required to create and present a Power Point presentation based on the career articles using the ACS 107 capstone project rubric.

Prior to Fall 2016, not all instructors were using the same rubric. As of Fall 2016, all instructors are utilizing the same rubrics for the article summarizations and the Power Point capstone project.

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

Five students were randomly selected by assigning each student a number to secure anonymity in ten of the twelve ASC 107 sections offered during Fall 2016 totaling fifty students (no usable data collected from two of the sections). An

excel spreadsheet was created with the scores from each of the four articles, the Power Point presentation, and the total capstone points and percentages.

The analysis of the data from the representative sample indicated 82% of students scored 73% or higher on the reflective capstone project. The standard for success for this learning outcome is 75%, thus the standard of success has been met.

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

82% of students met the standard of success, which is an indicator the learning objectives taught provided students with the skills they can apply to college level reading. The strengths of the course are teaching the appropriate transferable skills: comprehensive textbook reading skills, vocabulary development, learning styles, time management, note-taking, reading rate strategies, test-taking and 21st century literacies.

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.

The data for this assessment report is only from one semester, therefore to ensure the rubric is accurately reflecting students success, the following will be initiated in 2017-2018:

- training exercise using student capstone project and the rubric with all ACS 107 instructors at the beginning of each semester. Rubric scores will be compared and discussed to confirm consistent use of the rubric.
- Rubric will be re-evaluated as necessary.

Outcome 2: Expand reading vocabulary and implement strategies to improve.

- Assessment Plan
 - Assessment Tool: Departmentally-created reflective capstone project
 - Assessment Date: Winter 2018
 - Course section(s)/other population: Representative sample of 20% of the enrolled students selected randomly from the students who finish the capstone project.
 - Number students to be assessed: Approximately 50 students
 - How the assessment will be scored: Departmentally-developed rubric

- Standard of success to be used for this assessment: 75% of students will score 73% or higher on the reflective capstone project.
- Who will score and analyze the data: Department faculty will blind-score the reflective capstone project. The data will be analyzed by the department 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)
2016		

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

# of students enrolled	# of students assessed
251	50

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.

This was a sampling of 20% of the enrolled students selected randomly from those who finish the capstone project.

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.

A sampling from every section is included with the exception of two sections that did not submit appropriate data. This course is only taught in a face to face format.

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

The assessment tool used for this outcome is a departmentally-created reflective capstone project; which consists of summarizing four college level career based articles and a Power Point presentation. The project is initiated during the last five weeks of the course following ten weeks of skill development. The project includes a library presentation to instruct students on how to utilize the databases to access the required reading materials and the instructor teaches summarizing techniques as well as clarifying the project requirements using the ACS 107 capstone project rubric. Students have the opportunity to edit and re-edit to master the summarizing skill.

In addition to summarizing the articles, the students are required to create and present a Power Point presentation based on the career articles using the ACS 107 capstone project rubric.

Prior to Fall 2016, not all instructors were using the same rubric. As of Fall 2016, all instructors are utilizing the same rubrics for the article summarizations and the Power Point capstone project.

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

Five students were randomly selected by assigning each student a number to secure anonymity in ten of the twelve ASC 107 sections offered during Fall 2016 totaling fifty students (no usable data collected from two of the sections). An excel spreadsheet was created with the scores from each of the four articles, the Power Point presentation, and the total capstone points and percentages.

The analysis of the data from the representative sample indicated 82% of students scored 73% or higher on the reflective capstone project. The standard for success for this learning outcome is 75%, thus the standard of success has been met.

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

82% of students met the standard of success, which is an indicator the learning objectives taught provided students with the skills they can apply to college level reading. The strengths of the course are teaching the appropriate transferable skills: comprehensive textbook reading skills, vocabulary development, reading rate strategies, and 21st century literacies.

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.

The data for this assessment report is only from one semester, therefore to ensure the rubric is accurately reflecting students success, the following will be initiated in 2017-2018:

- training exercise using student capstone project and the rubric with all ACS 107 instructors at the beginning of each semester. Rubric scores will be compared and discussed to confirm consistent use of the rubric.
- Rubric will be re-evaluated as necessary.

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?

Since the revision of the rubric for Fall 2016, the consistency of course instruction and materials is meeting the needs of the students. We will continue to review as necessary.

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

This information was shared at the monthly department meeting.

3. Intended Change(s)

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

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

5.

III. Attached Files

[Capstone Project Data](#)

[Article Summary and Power Point presentation Rubri](#)

Faculty/Preparer: Jean Morrison **Date:** 03/21/2017

Department Chair: Bonnie Arnett **Date:** 03/21/2017

Dean: Kristin Good **Date:** 03/23/2017

Assessment Committee Chair: Ruth Walsh **Date:** 03/31/2017

COURSE ASSESSMENT REPORT

I. Background Information

1. Course assessed:
 Course Discipline Code and Number: ACS 107
 Course Title: College Reading and Study Skills
 Division/Department Codes: Humanities and Social Science

2. Semester assessment was conducted (check one):
 Fall 2011
 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
 Departmental exam
 Capstone experience (specify):
 Other (specify): LASSI – Learning and Study Skills Inventory (Student Self-Assessment) pre-and post-for Outcome 1 and Speed Reading – Effective Reading Program pre-and post-for Outcome 2.

4. Have these tools been used before?
 Yes
 No

If yes, have the tools been altered since its last administration? If so, briefly describe changes made.

No.

5. Indicate the number of students assessed/total number of students enrolled in the course.

LASSI – Fall 2010 –	Total assessed students:	309 in 20 sections
	Total enrolled students:	440 in 20 sections

Speed Reading – Fall 2010 –	Total assessed students:	331 in 20 sections
	Total enrolled students:	440 in 20 sections

6. Describe how students were selected for the assessment.

Although the assessment plan indicates that we will assess at the least half of the students in fall and winter semesters, we assessed all the students in 20 of the 21 sections for fall 2010. Initially, we had also collected similar data for winter 2010, but the data files were corrupted or missing. Overall the number of students assessed in this sample is sufficiently representative to meet the criteria of our plan.

II. Results

1. Briefly describe the changes that were implemented in the course as a result of the previous assessment.

As the result of the last assessment, we included a CD ROM – Ultimate Speed Reader with their course materials so that they could practice increasing reading speed at home.

2. List each outcome that was assessed for this report exactly as it is stated on the course master syllabus.

Outcome 1: Self-evaluate and improve strengths and areas for academic growth in learning and study skills. Assessment method: The Learning and Study Skills Inventory (LASSI) pre-and post-test.

Outcome 2: Make consistent improvement (50% - 75% increase) in speed with little loss in comprehension. Assessment method: Pre-and post-test for a time reading and comprehension test from the Effective Reading Program.

done

COURSE ASSESSMENT REPORT

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.*

Outcome 1: We expected to see improvement of 2 scale points on every measure of the LASSI for at least 50% of enrolled students.

Learning and Study Skills Inventory (LASSI) Scores: 20 Sections - 440 Students enrolled, 309 Students assessed

70% of the students were assessed.

The LASSI, (self-report instrument) measures ten areas which are directly related to the outcomes and objectives of this course: anxiety, attitude and interest, concentration, information processing, motivation, self-testing, selecting main ideas, use of support techniques, time management principles and test strategies. The LASSI scale varies for each measure ranging from about 10 to 40. Each score can be compared to a percentile. An increase on a measure of 2 scale points reflects an increase of 5 to 10 percentile points.

For our last report in winter 2008, we only looked at the average increase and felt that we had met our goal. **Table I** shows similar positive results for the current data.

Table I:

	Average Pre Test Scale Score	Average Post Test Scale Score	Average Difference in Scale Score
ANXIETY (ANX)	22.0	26.5	+ 4.5
ATTITUDE & INTEREST (ATT)	31.0	33.4	+ 2.4
CONCENTRATION (CON)	24.4	29.1	+ 4.6
INFORMATION PROCESSING (INP)	26.6	30.5	+ 3.9
MOTIVATION (MOT)	30.3	33.3	+ 3.0
SELF-TESTING (SFT)	23.8	28.1	+ 4.3
SELECTING MAIN IDEAS (SMI)	25.1	29.7	+ 4.6
USE OF SUPPORT TECHNIQUES (STA)	24.7	27.6	+ 2.9
TIME MANAGEMENT (TMT)	24.2	28.2	+ 4.0
TEST STRATEGIES (TST)	26.4	30.0	+ 3.6

COURSE ASSESSMENT REPORT

For this report, in addition to examining the average increase, we looked at the data in more detail so that we could identify those students who had increased by 1 scale point, 2 scale points and 5 scale points. **Table II** shows the percent increase for assessed students. For every measure, we met our goal of a 2 scale point increase.

Table II:

	Improved by:		
	+ 1 scale score	+ 2 scale score	+ 5 scale score
ANXIETY (ANX)	229 (74%)	204 (66%)	133 (43%)
ATTITUDE & INTEREST (ATT)	202 (65%)	164 (53%)	76 (25%)
CONCENTRATION (CON)	242 (80%)	221 (72%)	141 (46%)
INFORMATION PROCESSING (INP)	237 (77%)	214 (69%)	122 (40%)
MOTIVATION (MOT)	212 (69%)	174 (56%)	105 (34)
SELF-TESTING (SFT)	227 (73%)	195 (63%)	138 (45%)
SELECTING MAIN IDEAS (SMI)	229 (74%)	206 (67%)	147 (48%)
USE OF SUPPORT TECHNIQUES (STA)	205 (66%)	176 (57%)	100 (32%)
TIME MANAGEMENT (TMT)	221 (72%)	197 (64%)	130 (42%)
TEST STRATEGIES (TST)	212 (69%)	186 (60%)	113 (37%)

COURSE ASSESSMENT REPORT

Outcome 2: We expect to see increases in speed (words per minute) of 50% to 75% with comprehension above 75% for at least 50% of the enrolled students.

Speed Reading Scores: ACS 107 Fall 2010 - 20 Sections - 440 students enrolled, 331 Students assessed

75% of the students were assessed.

For our last report in winter 2008, we only looked at the average increase in speed and comprehension and thought we had met our goal. Table III shows similar positive results for the current data.

Table III:

	Pre-Test	Post-Test	Difference
Speed (words per minute)	Avg. 193.4 wpm	Avg. 360.7 wpm	Avg. increase 167.3 wpm
Comprehension Score (%)	Avg. 80.8 %	Avg. 80.1 %	Avg. decrease -0.7 %

For this report, in addition to examining the average increase, we looked at the data in more detail so that we could identify the percent of students who had both increases in speed of 50% to 75% and who had comprehension above 75%. We were surprised to see that we did not meet our goal.

Table IV:

Number of Students with a post-test comprehension of 75% or more	226
Number of students with an increase in reading speed of 50% or more	219
Number of students with both a post-test comprehension of 75% or more and an increase in reading of 50% or more	146
Percent of students with both a post-test comprehension of 75% or more and an increase in reading of 50% or more	44%

Examining the data more closely we looked back at the pre-and post-tests and realized that they each only have 10 questions making it impossible to score 75%. By specifying 75% as the comprehension goal, we were in fact requiring 80%.

We decided to find out the percent of students with both a post-test comprehension of 70% or more and an increase in reading of 50% or more.

Table V:

Number of Students with a post-test comprehension of 70% or more	288
Number of students with an increase in reading speed of 50% or more	219
Number of students with both a post-test comprehension of 70% or more and an increase in reading of 50% or more	188
Percent of students with both a post-test comprehension of 70% or more and an increase in reading of 50% or more	57%

COURSE ASSESSMENT REPORT

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.*

Outcome 1:

The average increase for all of the LASSI measures exceeded our goal of a 2 scale point increase for 50% of students assessed.

Outcome 2:

We expected to see increases in speed (words per minute) of 50 – 75% with comprehension above 75% for at least 50% of the enrolled students.

Good news:

The average increase in reading speed was 167 words per minute (pre-test avg. speed of 193 wpm & post-test avg. speed of 360 wpm.) This is slightly higher than the average reading speed of 350 wpm for incoming freshmen at four year institutions. We feel that this is a significant accomplishment for our developmental ACS 107 students. In terms of reading comprehension, outcome 2 on the syllabus says that students will not experience a loss of comprehension. The average change in comprehension was -.1% which is a negligible decrease.

- A. 229 (69%) increased their overall reading speed by 50% to 75%. We met our goal on this part of the statement.
- B. 219 (66%) had reading comprehension at 75% or higher. We exceeded our goal on this part of the statement.

Bad news:

However, when these two parts of the statement are combined, only 44% of students met the whole goal.

Another look for good news:

- C. 288 (87%) had reading comprehension at 70% or higher. Combining C with B, we find out that 188 (57%) had comprehension at 70% or more and increase in reading speed of 50% or more. This is very positive.

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

Strengths: For both outcomes, students who complete the course show significant improvement.

Weaknesses: In terms of measuring comprehension, we need to change to a pre-and post-test format with more than 10 questions or lower the comprehension criteria to 70% or more.

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.

In addition the changing assessment criteria for outcome 2, we are going to start using the on-line LASSI assessment for outcome 1. Currently, students are required to add columns of numbers for both the pre-and post- tests. We believe, that in some cases, students might show greater gains if their calculations were more accurate. The on-line self-assessment will ensure accuracy in tabulation.

We will also change the speed reading assessment from the *Effective Reading Program* to the *Read Faster and Understand More* materials because these materials are more up-to-date.

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

COURSE ASSESSMENT REPORT

Change/rationale: We will change the wording for outcome 2.

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. Course materials (check all that apply)
 Textbook
 Handouts
 Other: course pack materials to include pages and tests from *Read Faster Understand More*, on-line LASSI registrations numbers.

g. Instructional methods
Change/rationale:

h. Individual lessons & activities
Change/rationale:

3. What is the timeline for implementing these actions?

The Master Syllabus will be revised in Spring 2011, and the new materials will be in place for Fall 2011.

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.

(Please see answer in Section III.)

2. If the assessment tools were not effective, describe the changes that will be made for future assessments.

(Please see answer in Section III.)

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: Winter 2014

If "Selected", provide the report date for remaining outcomes: _____

Submitted by:

Print: Joan Lippens Signature *Joan Lippens* Date: 4/1/2011
Faculty/Preparer
Print: Joan Lippens Signature *Joan Lippens* Date: 4/1/2011
Department Chair
Print: Bill Abernethy Signature *Bill Abernethy* Date: APR 21 2011
Dean/Administrator

COURSE ASSESSMENT REPORT

I. Background Information

1. Course assessed: College Study Skills and Speed Reading
 Course Discipline Code and Number: ACS 107
 Course Title: College Study Skills and Speed Reading
 Division/Department Codes: Humanities and Social Sciences

2. Semester assessment was conducted (check one):
 Fall 20__
 Winter 2008 and 5 previous semesters (see below)
 Spring/Summer 20__

3. Assessment tool(s) used: check all that apply.
 Portfolio
 Standardized test
 Other external certification/licensure exam (specify):
 Survey
 Prompt
 Departmental exam
 Capstone experience (specify):
 Other (specify): LASSI - Learning and Study Skills Inventory (Student self-assessment) for Outcome 1
 Speed Reading - Effective Reading Program pre and post test for Outcome 2

4. Have these tools been used before?
 Yes
 No

If yes, have the tools been altered since its last administration? If so, briefly describe changes made.

No.

5. Indicate the number of students assessed/total number of students enrolled in the course.

Data collected and analyzed for six semesters for both tools as follows:

LASSI – Spring 2006, Fall 2006, Winter 2007	Total assessed students: 280 in 28 sections Total enrolled students: 629 in 32 sections
Speed Reading – Spring 2006, Fall 2006, Winter 2007	Total assessed students: 270 in 23 sections Total enrolled students: 629 in 32 sections
LASSI – Spring 2007, Fall 2007, Winter 2008	Total assessed students: 328 in 26 sections Total enrolled students: 618 in 31 sections
Speed Reading – Spring 2007, Fall 2007, Winter 2008	Total assessed students: 317 in 25 sections Total enrolled students 618 in 31 sections

6. Describe how students were selected for the assessment.

Although our assessment plan indicates we will assess students in at least one half of the offered sections, all sections of ACS 107 for the above six semesters completed the pre-test and post-test for both the LASSI and the Speed Reading assessments. The differences in the number of students assessed compared to the number of students enrolled arises because occasionally a part-time instructor did not submit a section of the collected data to the support staff for entering into the data file and/or some students were not present on both pretest and posttest days of one or both assessments. Overall the cumulated data is sufficiently representative to meet the criteria of our plan.

COURSE ASSESSMENT REPORT

II. Results

1. Briefly describe the changes that were implemented in the course as a result of the previous assessment.

No changes are being made as a result of the assessment because we have met our goals. However, we are constantly improving and adapting instruction, materials and lesson plans in the course to improve quality and freshness. In fall 2008, we are changing the textbook bundle to include a CD-ROM of the Ultimate Speed Reader software so that students can use it at home as well as on campus.

2. State each outcome (verbatim) from the master syllabus for the course that was assessed.
 1. Self-evaluate and improve strengths and areas for academic growth in learning and study skills.
 2. Make consistent improvement (50% - 75% increase) in speed with little loss in comprehension.
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.*

Outcome 1: The Learning and Study Skills Inventory (LASSI) is a self-report instrument that covers ten areas which are directly related to the objectives of this course. The LASSI measurement has a 40 point scale.

LASSI – Spring 2006, Fall 2006, Winter 2007

Learning Categories	Average Difference
anxiety	+ 2.69
attitude and interest	+2.27
concentration	+4.10
information processing	+3.81
motivation	+2.82
self-testing	+4.44
selecting main ideas	+4.58
use of support techniques	+3.34
time management principles	+4.56
test strategies	+3.60

LASSI – Spring 2007, Fall 2007, Winter 2008

Learning Categories	Average Difference
Anxiety	+ 3.03
attitude and interest	+1.91
concentration	+4.79
information processing	+3.45
motivation	+3.07
self-testing	+4.68
selecting main ideas	+4..35
use of support techniques	+2.60
time management principles	+3.85
test strategies	+2.89

COURSE ASSESSMENT REPORT

Outcome 2: The Effective Reading pre-test and post-test are timed tests that measure student reading speed in words per minute and the percent of comprehension.

Speed Reading – Spring 2006, Fall 2006, Winter 2007

Speed (words per minute)	Average Pre test	Average Post-test	Average Difference
	192.2 wpm	352.9 wpm	+160.7 wpm
Comprehension Score (%)	79.8%	78.9%	-0.9%

Speed Reading – Spring 2007, Fall 2007, Winter 2008

Speed (words per minute)	Average Pre test	Average Post-test	Average Difference
	189.7 wpm	371.1 wpm	+181.7 wpm
Comprehension Score (%)	79.5%	78.0%	-1.5%

- 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.*

For each outcome we achieved our goals.

For Outcome 1, we wanted to see an increase on the 40 point scale, but we were not specific as to the degree of improvement. (A two point increase on the 40 point scale equates to a rise of five percentile points.) We achieved an increase between 1.9 and 4.68 points on every measure for all six terms. We evaluated the data using average scores for the total students.

For Outcome 2, we wanted to see an increase of 50 – 75% in reading speed with little to no loss of comprehension. In the six semesters measured, the reading speed was almost doubled with no significant loss of comprehension. We evaluated the data using average scores for the total students.

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

Strengths: The strength is that students complete the course with increased study skills and reading speeds that will make them successful in future college courses.

Weaknesses: The only weakness is the amount of time available in one semester. The slight drop in comprehension (-0.9% and -1.5%) always occurs as students increase their reading speeds. If students continue to practice the techniques learned in class their comprehension should reach 80% again.

III. Changes influenced by assessment results

- If weaknesses were found (see above) or students did not meet expectations, describe the action that will be taken to address these weaknesses.

We now include a CD ROM with our course materials so that students can continue to practice their speed reading techniques after the completion of the class in order to maintain and consolidate speed gains and stabilize comprehension.

- 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.
 - Outcomes/Assessments on the Master Syllabus
Change/rationale:

COURSE ASSESSMENT REPORT

- 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. Course materials (check all that apply) CD-ROM for Ultimate Speed Reader included with course materials.
 - Textbook
 - Handouts
 - Other:
- g. Instructional methods
Change/rationale:
- h. Individual lessons & activities
Change/rationale:

3. What is the timeline for implementing these actions? Change as of Fall 2008

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 assessment tools were extremely effective.

2. If the assessment tools were not effective, describe the changes that will be made for future assessments.

NA.

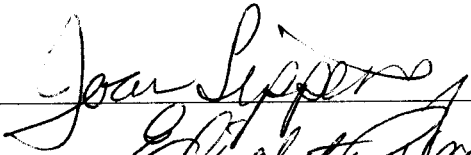
3. Which outcomes from the master syllabus have been addressed in this report?

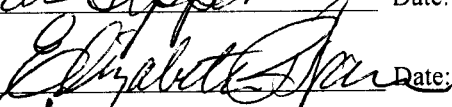
All X Selected _____

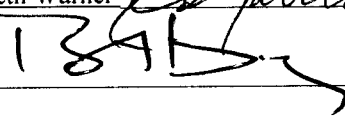
If "All", provide the report date for the next full review: 2009

If "Selected", provide the report date for remaining outcomes: _____

Submitted by:

Name: Joan Lippens  Date: June 18, 2008
Print/Signature

Department Chair: Elizabeth Warner  Date: June 18, 2008
Print/Signature

Dean: Bill Abernethy  Date: JUN 25 2008
Print/Signature

logged 6/27/08 sj ✓