

Course Assessment Report
Washtenaw Community College

Discipline	Course Number	Title
Academic Skills	101	ACS 101 05/14/2015- Academic Skills Seminar
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: Analyze and evaluate current beliefs, attitudes, behaviors and skills that relate to academic success.

- Assessment Plan
 - Assessment Tool: Student Success Portfolio
 - Assessment Date: Fall 2015
 - Course section(s)/other population: A random sample of 50% of the sections with a maximum of 5 sections.
 - Number students to be assessed: All students in selected sections.
 - How the assessment will be scored: Departmentally created rubric.
 - Standard of success to be used for this assessment: 75% of the students achieve a score of 75% or higher on the Student Success Portfolio.
 - Who will score and analyze the data: ACS Faculty will score the portfolios and report the results.

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)
	2015	

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

# of students enrolled	# of students assessed
150	101

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.

Rather than select a random sample of 50% of the sections with maximum number of 5 sections, **this report will review assessment data from 7 sections of Winter 2015.** The reasons are as follows:

1) Instructor consistency and training has been a challenge, and developing a broader view of student success across sections would be beneficial. Over the last 3 years, the course has been taught by roughly 20 different instructors from varying disciplines at the college. Some instructors were part-time, some full-time, some had On Course training, some did not have On Course training, and some only taught ACS 101 for a single semester while others have been teaching ACS 101 for years. In Winter of 2015, we ran 8 sections with instructors that had all taught ACS 101 in prior terms. We designated a part-time instructor to help the lead instructor train and mentor the ACS 101 instructors as well as coordinate efforts with the MTH 034 instructors. In addition, all instructors used the same master Blackboard shell.

2) Several procedural changes over the life of the course (changes in the portfolio rubric, increased coordination with MTH 034, and changes in textbooks/course packs) have made it difficult to compare “apples to apples” in terms of success on the Student Success Portfolio.

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 seven regular sections of ACS 101 from Winter 2015 were selected for this analysis.

Total Enrolled = 137

Total Assessed = 101

Percent Assessed = 73.72%

Section A1

- Enrolled = 18
- Assessed = 12
- Percent Assessed = 66.67

Section A2

- Enrolled = 18
- Assessed = 14
- Percent Assessed = 77.78%

Section A3

- Enrolled = 17
- Assessed = 12
- Percent Assessed = 70.59%

Section A4

- Enrolled = 20
- Assessed = 15
- Percent Assessed = 75.00%

Section A6

- Enrolled = 21
- Assessed = 17
- Percent Assessed = 80.95%

Section A7

- Enrolled = 21
- Assessed = 17
- Percent Assessed = 80.95%

Section A8

- Enrolled = 22
- Assessed = 14
- Percent Assessed = 63.64%

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

The instructors for each section were responsible for grading the success portfolio. The assignment parameters and rubric used for scoring were the same from section to section (see attached documents). Once the Success Portfolios were graded, the instructors uploaded pdfs of the rubrics as well as the final scores into the ACS Instructor Resource Site.

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

The standard for success was that 75% of students would score 75% or higher on the Student Success Portfolio (as assessed by the departmentally-created rubric).

The percentage of students that passed the portfolio was 77.23% (78/101).

The average score was 90.29 out of 110 (82%).

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 and exceeded. 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 of success for this outcome, but there are a few areas worth exploration in the future:

- 1) It would be interesting to be able to analyze data related to each of the specific rubric components as a way to assess learning on specific skill sets (e.g., note-taking, test preparation, etc.).
- 2) Instructor feedback indicates that grading the Portfolio is labor intensive. In the future, we may look to an alternative assessment tool like a test.

3) Additional instructor training on using the rubric might increase ease of use and consistency.

Outcome 2: Design and implement an academic success plan.

- Assessment Plan
 - Assessment Tool: Student Success Portfolio
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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?

This course appears to be meeting the needs of students. As this is the first assessment of the course learning outcomes, we were pleased to find that students were meeting expectations.

The biggest surprise in the assessment process was the concern expressed by instructors about the intensity of the grading experience the Success Portfolios. As

a result, we will explore alternative assessment tools like a test as well as work on additional instructor training.

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

The results of this assessment report will be shared with the ACS faculty during the Fall In-Service. In addition, the assessment report will be communicated to new and continuing ACS instructors each term.

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?

This class is a co-requisite for MTH 034, however, special sections of ACS 101 have also been offered for other populations including students in the trades and students on Academic Probation.

III. Attached Files

[Success Portfolio Instructions and Materials](#)
[Outcome 1 & 2 Supporting Details](#)
[Rubric](#)

Faculty/Preparer: Jessica Hale **Date:** 05/18/2015
Department Chair: Denise Crudup **Date:** 05/20/2015
Dean: Dena Blair **Date:** 05/21/2015
Assessment Committee Chair: Michelle Garey **Date:** 06/15/2015