

**Course Assessment Report  
Washtenaw Community College**

Discipline	Course Number	Title
Academic Skills (new)	108	ACS 108 01/19/2022-Critical Reading and Thinking
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  
2018

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

In the last assessment report, standards for success were met for all instruction modalities.

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

In the last assessment report, standards for success were met for all instruction modalities. So our recommendations focused on:

- o Training ACS 108 instructors on technology and rubrics to increase the volume and consistency of data available.

- Investigating less time intensive ways to assess SLOs.
- Creating great alignment between ACS 107 and ACS 108.

I am happy to report that our instructor trainings contributed to our ability to collect data from every section of ACS 108 for the last 8 semesters and because we are consistently using the same rubrics and reporting mechanisms, the preparer was able to compile the data without the hours of reformatting it has taken in previous years.

As far as identifying a less time intensive way to assess the SLOs, we piloted a final assessment test in addition to the reflective research capstone project, but found it was a poor measure of their actual abilities. As a result, we continued to use the project-based assessment as outlined in this report. The project remains time intensive for the student and the instructor.

Since the last assessment report, ACS 107 underwent a redesign to better align with ACS 108. Now, students who take ACS 107 prior to ACS 108 come in with some experience using Blackboard to find readings, assignments, classwork, homework, and assessments. The technical skill alignment has helped students have a smoother transition. Additionally, the projects and assessments for ACS 107 were redesigned to be more similar to those in ACS 108.

## **II. Assessment Results per Student Learning Outcome**

Outcome 1: Employ critical reading strategies using technological tools to analyze complex text and interpret content.

- Assessment Plan
  - Assessment Tool: Departmentally-created reflective research capstone project
  - Assessment Date: Fall 2020
  - Course section(s)/other population: Representative sample of 20% of the enrolled students (approximately 50) 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 research capstone project
- Who will score and analyze the data: Department faculty will score the reflective research 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)
2021, 2020, 2020, 2019	2021, 2020	2021, 2020, 2019

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

# of students enrolled	# of students assessed
1383	768

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 three years, there have been changes to how students are placed into ACS 108, the number of students placed into ACS 108, the developmental sequence as a whole, and the modalities in which ACS 108 is taught. To increase the power of the assessment results, all of the students assessed between Spring/Summer 2019 and Fall 2021 were included in the analysis rather than a random sample of 20%.

Students who withdrew from the term or received an incomplete are not included in this data. Additionally, the students who did not attempt the final 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 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 ACS 108 sections offered (day, evening, face-to-face, virtual, and distance learning).

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

The reflective research capstone project is a three-part project in which students are asked to:

- Compile an annotated bibliography of no less than 10 resources
- Create and present a narrated PowerPoint presentation of your findings to your instructor (8-10 slides)
- Create a reflective paper (3-5 pages) addressing the following questions:
  - What are the three ways you've grown the most as a student this semester?
  - What are the three ways you've grown the most as a reader this semester?
  - What are the three ways you've grown the most as a researcher this semester?

The capstone is a graded component of the course and each component is measured with a separate rubric, then weighted equally, to provide an overall grade presented as a percentage. Individual instructors grade the components of the project and the assessment report preparer compiles the data for each section and conducts analysis.

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

Overall, students are meeting the standards of success.

Overall, 79% of students scored a 73% or higher on the Reflective Capstone Project.

The average scores are listed below:

- Overall: 84%
- Annotated Bibliography: 86%
- Presentation: 80%
- Reflective Essay: 88%

The data indicates that student performance was strongest on the Reflective and lowest on the Presentation (average score of 80%). Overall, there does not appear to be a significant difference in student scores after the change in modality to strictly virtual and DL classrooms.

There are, however, two semesters in which the percentage of students that scored at least a 73% or higher was less than 75% (Spring/Summer 2021 and Spring/Summer 2020). Both of these semesters ACS 108 was offered in 10 week virtual formats in addition to the 12 week DL format. These post-pandemic average scores also seem dramatically different than the scores for Spring/Summer 2019 sections. This preparer concludes that a virtual 10 week format does not seem to be working for this population of students.

For semester data breakdowns, please refer to the chart below.

Semester & Modality	Percent of Students that scored 73% or higher	Average Overall Score	Average on Annotated Bibliography	Average on Presentation	Average on Reflection Essay
Fall 2021	80%	87%	89%	81%	91%
SpSu 2021	59%	73%	81%	67%	71%
Winter 2021	79%	83%	86%	83%	83%
Fall 2020	83%	83%	86%	77%	96%
SpSu 2020	72%	83%	86%	83%	79%
Winter 2020	83%	86%	90%	80%	88%
Fall 2019	77%	84%	86%	80%	83%
SpSu 2019	90%	88%	90%	87%	88%

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, virtual, and online). In addition, the instructions and rubric provide continuity between instructors.

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 students did meet the standards for success, there is still room for improvement. Recommendations are listed below:

**Recommendation 1: Increase the number of students that submit completed projects.**

In reviewing the data, of the students that *failed*, 63% submitted incomplete projects (missing one or two components). To improve student success, one strategy should be to encourage students to submit *ALL* of the required components through the use of checkpoints or formative assessments leading up to the Reflective Capstone Project. Evidence for the effectiveness of this strategy is the high submission rate for the Annotated Bibliography Project (90%). Student work on the Annotated Bibliography each week through the semester and receive feedback and opportunities to revise it on an ongoing basis. Perhaps by building in similar opportunities for the other project components, more students would submit the work and in doing so, increase the likelihood of success (a 73% or higher).

Another option that might improve student performance would be to reduce the number of required components. While the three components of the project offer an excellent opportunity for triangulation of data and for students to talk about what they know, the information shared in the Presentation is derived from the Annotated Bibliography. If the presentation component of this project was dropped, students' achievement of SLOs could still be assessed on the basis of the Annotated Bibliography with just a little tweaking.

**Recommendation 2: Offer ACS 108 Spring/Summer 10 week sections in F2F formats only.**

ACS 108 data from both Spring/Summer semesters after the advent of the pandemic indicate that the threshold of success is not being met. The condensed format and virtual modality do not appear to be effective for these students.

**Recommendation 3: Streamline data collection and assessment.**

The goals and performance tools in Blackboard should be built into the course master to make data collection and assessment easier. The alignment of SLOs and Assessment Tools (and their attached rubrics) would be strengthened if each SLO was measured with a separate tool or separate rubric criteria.

Outcome 2: Develop critical reading and thinking abilities and apply to college level courses and career development.

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Another option that might improve student performance, would be to reduce the number of required components. While the three components of the project offer an excellent opportunity for triangulation of data and for students to talk about what they know, the information shared in the Presentation is derived from the Annotated Bibliography. If the presentation component of this project was dropped, students' achievement of SLOs could still be assessed on the basis of the Annotated Bibliography with just a little tweaking.

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The goals and performance tools in Blackboard should be built into the course master to make data collection and assessment easier. The alignment of SLOs and Assessment Tools (and their attached rubrics) would be strengthened if each SLO was measured with a separate tool or separate rubric criteria.

### 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.

As indicated in the previous report, standards for success were met. The changes we recommended were continuous improvement efforts not directly targeting the content or SLOs of this course.

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?

Based on the assessment data, this course seems to be meeting the needs to students.

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 108 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
Assessment Tool	Utilize the Annotated Bibliography as the assessment tool for SLO 1 and the Reflective Essay as the assessment tool for SLO 2. Utilize separate rubrics to assess each SLO.	Using a separate tool and rubric for each of the SLOs will allow for a cleaner data analysis. Further, reducing the required elements will encourage students to focus on submitting high quality completed projects.	2022
Other: Class Offering Change	Offer ACS 108 Spring/Summer 10 week	The condensed format and virtual modality do not	2021

	sections in F2F formats only.	appear to be effective for these students.	
Other: Embedded Data Collection	Streamline data collection and assessment.	Data collection and assessment would be easier using the goals and performance tools in Bb.	2021

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

6.
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### III. Attached Files

[Assessment Data](#)

- Faculty/Preparer:** Jessica Hale **Date:** 01/26/2022
- Department Chair:** Carrie Krantz **Date:** 01/27/2022
- Dean:** Scott Britten **Date:** 02/03/2022
- Assessment Committee Chair:** Shawn Deron **Date:** 03/03/2022

**Course Assessment Report**  
**Washtenaw Community College**

Discipline	Course Number	Title
Academic Skills	108	ACS 108 01/06/2018- Critical Reading and Thinking
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: Employ critical reading strategies using technological tools to analyze complex text and interpret content.

- Assessment Plan
  - Assessment Tool: Departmentally-created reflective research capstone project
  - Assessment Date: Winter 2012
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  - 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 research capstone project.
  - Who will score and analyze the data: Department faculty will blind-score the reflective research 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)
2017, 2016	2017	2017

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

# of students enrolled	# of students assessed
870	634

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 between Fall 2016 and Fall 2017 were included in the analysis rather than a random sample of 20%. Students not included did not attempt the final assessment, and students that withdrew from the term or received an incomplete are not included in this data. Additionally, 2 sections of data from Fall 2016 were lost, due to instructor error.

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 finish 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 37 sections of ACS 108, including 7 blended sections and 4 distance learning sections.

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

The reflective research capstone project is a three-part project in which students are asked to:

- Compile an annotated bibliography of no less than 10 resources
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The capstone is a graded component of the course. Individual instructors grade each project using 3 rubrics (1 per project component). (See attached rubrics.) The section instructor is responsible for uploading the scores to the ACS Instructor Resource Site. The assessment report preparer downloaded data for each section from there, compiled it, and proceeded with data analysis.

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 **82.52%** (524/635).

The overall average score on the reflective research capstone project was **86.93%**.

- The average score for the reflection portion of the project was **88%** (21.19/24).
- The average score for the presentation portion of the project was **85%** (25.49/30).
- The average score for the annotated bibliography portion of the project was **87%** (18.35/21).

**The standard for success was met.**

For blended sections, the percentage of students with a score of 73% or greater was **87%** (77/89).

The overall average score on the reflective research capstone project was **87%**.

- The average score for the reflection portion of the project was **88%** (21.07/24).
- The average score for the presentation portion of the project was **89%** (25.34/30).
- The average score for the annotated bibliography portion of the project was **84%** (18.63/21).

**The standard for success was met.**



For the DL sections, the percentage of students with a score of 73% or greater was **82%** (45/55).

The overall average score on the reflective research capstone project was **84%**.

- The average score for the reflection portion of the project was **86%** (**20.65/24**).
- The average score for the presentation portion of the project was **80%** (**24.15/30**).
- The average score for the annotated bibliography portion of the project was **87%** (**18.20/21**).

**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, blended, and online). In addition, the instructions and rubric provide continuity between instructors.

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. The data reflect that requiring students to present through recording narration (rather than presenting to the class) had a positive effect on the average score for presentations in the face-to-face sections when compared to the previous assessment (85% v. 80%). As no blended or DL courses were offered at the time of the last assessment, no meaningful conclusions can be drawn on how a recorded presentation affected success.

In our last assessment report we also discussed the need for ongoing training for ACS 108 instructors on technology 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 toward even greater consistency in terms of grading and assessment data compilation.

For the future, we have begun investigating whether or not these same outcomes could be measured using a different assessment tool. Rather than the capstone

project, which is a very intensive project for both students and instructors, we are considering creating a departmental final exam for ACS 108. Using an exam would reduce grading strain at the end of the term and make compiling the data for assessment easier. That said, many of our students are not strong test-takers, which is why we have historically preferred projects with multiple means of demonstrating mastery of course content.

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.

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In our last assessment report we also discussed the need for ongoing training for ACS 108 instructors on technology 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 toward even greater consistency in terms of grading and assessment data compilation.

For the future, we have begun investigating whether or not these same outcomes could be measured using a different assessment tool. Rather than the capstone project, which is a very intensive project for both students and instructors, we are considering creating a departmental final exam for ACS 108. Using an exam would reduce grading strain at the end of the term and make compiling the data for assessment easier. That said, many of our students are not strong test-takers, which

is why we have historically preferred projects with multiple means of demonstrating mastery of course content.

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?

This course appears to be meeting the needs of the student. As this was the second assessment of the revised learning outcomes for the course, we were pleased to find that the reflective capstone project is still working well. The changes made after the last assessment cycle (namely, requiring a narrated PowerPoint rather than an in-class presentation), increased the average score on that component of the project. As a result, we are pleased with the results of the change.

While we are pleased with the results of the assessment, we would like to investigate another form of assessment that is less grading intensive. In addition, we would like to continue instructor assessment and technology training, as we believe that has played an important role in building strong department assessment procedures and tools. We hope to also explore how to better align the learning outcomes, course objectives, and assessment tools between ACS 107 and ACS 108.

2. 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 108 action plan will be shared with the faculty during a Department meeting.

3. Intended Change(s)

Intended Change	Description of the change	Rationale	Implementation Date
Assessment Tool	We will investigate alternative assessment tools and administer them	The existing assessment tool is very thorough and requires extensive	2018

	in addition to the existing instrument to look for score alignment.	grading. This can be overwhelming for instructors at the end of the semester. We would like to see if there is another instrument that we feel can measure student learning as accurately as our current tool while requiring less instructor time.	
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4. Is there anything that you would like to mention that was not already captured?

5.
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### III. Attached Files

[Data](#)

[Instructions\\_Rubrics](#)

[Additional Preparation Materials for Final Project](#)

**Faculty/Preparer:** Jessica Hale **Date:** 01/08/2018

**Department Chair:** Jessica Hale **Date:** 01/08/2018

**Dean:** Kristin Good **Date:** 01/09/2018

**Assessment Committee Chair:** Michelle Garey **Date:** 02/26/2018

**Course Assessment Report**  
**Washtenaw Community College**

Discipline	Course Number	Title
Academic Skills	108	ACS 108 05/19/2015- Critical Reading and Thinking
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: Employ critical reading strategies using technological tools to analyze complex text and interpret content.

- Assessment Plan
  - Assessment Tool: Departmentally-created reflective research capstone project
  - Assessment Date: Winter 2012
  - Course section(s)/other population: Representative sample of 20% of the enrolled students (approximately 50) 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 research capstone project.
  - Who will score and analyze the data: Department faculty will blind-score the reflective research 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)
	2015	

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



# of students enrolled	# of students assessed
234	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.

Data collected and analyzed for the Winter 2015 semester as follows:

**Total Assessed: 143**

Section 01

- Total enrolled: 23
- Total assessed: 13
- Percent assessed: 52%

Section 02

- Total enrolled: 24
- Total assessed: 18
- Percent assessed: 75%

Section 03

- Total enrolled: 25
- Total assessed: 18
- Percent assessed: 72%

Section 04

- Total enrolled: 23
- Total assessed: 18
- Percent assessed: 78%

Section 05

- Total enrolled: 23
- Total assessed: 17

- Percent assessed: 74%

#### Section 06

- Total enrolled: 21
- Total assessed: 19
- Percent assessed: 90%

#### Section 07

- Total enrolled: 24
- Total assessed: 19
- Percent assessed: 79%

#### Section 10

- Total enrolled: 20
- Total assessed: 15
- Percent assessed: 75%

#### Section H1

- Total enrolled: 10
- Total assessed: 5
- Percent assessed: 50%

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 finish 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 9 sections of ACS 108 in Winter 2015.

The differences in the number of students assessed compared to the number enrolled arises because some students were no longer participating in the course

when the final project is submitted (either formally through withdrawal or informally by attrition or non-submission).

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

The reflective research capstone project is a three-part project in which students are asked to:

- Compile an annotated bibliography of no less than 10 resources
- Create and present a PowerPoint presentation of your findings to your class (8-10 slides)
- Create a reflective paper (3-5 pages) addressing the following questions:
  - What are the three ways you've grown the most as a student this semester?
  - What are the three ways you've grown the most as a reader this semester?
  - What are the three ways you've grown the most as a researcher this semester?

The capstone is a graded component of the course. Individual instructors grade each project using 3 rubrics (1 per project component). (See attached rubrics.)

The section instructor is responsible for uploading the scores to the ACS Instructor Resource Site. The assessment report preparer downloaded data for each section from there, compiled it, and proceeded with data analysis.

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 average score on the reflective research capstone project was 82%.

The average score for the reflection portion of the project was 98% (23.43/24).

The average score for the presentation portion of the project was 80% (16.79/21).

The average score for the annotated bibliography portion of the project was 71% (21.43/30).

The percentage of students with a score of 75% or greater was 75% (107 /143)

**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. In addition, the instructions and rubric provided continuity between instructors.

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, but the data revealed that the presentation was the lowest scoring component of the reflective research project. As a result, we will be implementing a new delivery option for this component of the project and providing technological support for this project component in a computer lab during class time.

Additionally, a rubric and technology training session will be offered for ACS 108 instructors during in-service to increase grading continuity between sections and integration of technology.

Outcome 2: Develop critical reading and thinking abilities and apply to college level courses and career development.

- Assessment Plan
  - Assessment Tool: Departmentally-created reflective research capstone project
  - Assessment Date: Winter 2012
  - Course section(s)/other population: Representative sample of 20% of the enrolled students (approximately 50) 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 research capstone project.

- Who will score and analyze the data: Departmental faculty will blind-score the reflective research capstone project. Data will be analyzed by 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)
	2015	

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

# of students enrolled	# of students assessed
234	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.

<p>Data collected and analyzed for the Winter 2015 semester as follows:</p> <p><b>Total Assessed: 143</b></p> <p>Section 01</p> <ul style="list-style-type: none"> <li>○ Total enrolled: 23</li> <li>○ Total assessed: 13</li> <li>○ Percent assessed: 52%</li> </ul> <p>Section 02</p> <ul style="list-style-type: none"> <li>○ Total enrolled: 24</li> <li>○ Total assessed: 18</li> <li>○ Percent assessed: 75%</li> </ul> <p>Section 03</p> <ul style="list-style-type: none"> <li>○ Total enrolled: 25</li> <li>○ Total assessed: 18</li> <li>○ Percent assessed: 72%</li> </ul> <p>Section 04</p>
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- Total enrolled: 23
- Total assessed: 18
- Percent assessed: 78%

#### Section 05

- Total enrolled: 23
- Total assessed: 17
- Percent assessed: 74%

#### Section 06

- Total enrolled: 21
- Total assessed: 19
- Percent assessed: 90%

#### Section 07

- Total enrolled: 24
- Total assessed: 19
- Percent assessed: 79%

#### Section 10

- Total enrolled: 20
- Total assessed: 15
- Percent assessed: 75%

#### Section H1

- Total enrolled: 10
- Total assessed: 5
- Percent assessed: 50%

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 finish 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 9 sections of ACS 108 in Winter 2015.

The differences in the number of students assessed compared to the number enrolled arises because some students were no longer participating in the course when the final project is submitted (either formally through withdrawal or informally by attrition or non-submission).

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

The reflective research capstone project is a three part project in which students are asked to:

- Compile an annotated bibliography of no less than 10 resources
- Create and present a PowerPoint presentation of your findings to your class (8-10 slides)
- Create a reflective paper (3-5 pages) addressing the following questions:
  - What are the three ways you've grown the most as a student this semester?
  - What are the three ways you've grown the most as a reader this semester?
  - What are the three ways you've grown the most as a researcher this semester?

The capstone is a graded component of the course. Individual instructors grade each project using 3 rubrics (1 per project component). (See attached rubrics.)

The section instructor is responsible for uploading the scores to the ACS Instructor Resource Site. The assessment report preparer downloaded data for each section from there, compiled it, and proceeded with data analysis.

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 average score on the reflective research capstone project was 82%.

The average score for the reflection portion of the project was 98% (23.43/24).

The average score for the presentation portion of the project was 80% (16.79/21).

The average score for the annotated bibliography portion of the project was 71% (21.43/30).

The percentage of students with a score of 75% or greater was 75% (107 /143)

**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. In addition, the instructions and rubric provided continuity between instructors.

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, but the data revealed that the presentation was the lowest scoring component of the reflective research project. As a result, we will be implementing a new delivery option for this component of the project and providing technological support for this project component in a computer lab during class time.

Additionally, a rubric and technology training session will be offered for ACS 108 instructors during in-service to increase grading continuity between sections and integration of technology.

## **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 to students. As this was the first assessment of the revised learning outcomes for this course, we were pleased to



find that the reflective research capstone project was an effective alternative to previous assessment tools.

The biggest surprise in the assessment process was the low average score on the presentation component of the project. Further investigation revealed that this low average was not due to poor performance on completed presentations, but rather, from scores of “0”, the result of presentations not submitted.

Analysis of the cases in which students elected not to submit the presentation revealed that often these students received high scores on the other two project components. This suggests that the reasons student elect to not submit the presentation may not be skill based, but rather related to another factor like anxiety about public speaking.

To investigate this hypothesis the reflective capstone project will include the option to create a narrated PowerPoint or Prezi presentation rather than an in-class presentation. If the low scores are due to student anxiety about public speaking, this change should address the issue.

The action plan for this course will include revising the presentation options for the reflective research capstone project.

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

The results of this course assessment and the ACS 108 action plan will be shared with the faculty during in-service as well as posted in the ACS Instructor Resource Site under the Assessment tab.

3. Intended Change(s)

Intended Change	Description of the change	Rationale	Implementation Date
Other: Alternative Delivery Format	Students will be given the option on the reflective research project to record a narrated presentation rather than present in front of the class. It is hoped that this will increase student participation in this component of the	There are a number of students electing not to participate in the presentation portion of the reflective research capstone project and it is believed that anxiety about public speaking may be driving this behavior. As	2015

	reflective research capstone project and increase presentation scores for all students.	effective public speaking is not one of the course objectives for ACS 108, a narrated presentation is a viable alternative that might increase participation and ultimately student success on course learning outcomes.	
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4. Is there anything that you would like to mention that was not already captured?

As of Fall 2015, ACS 108 will be a 4 credit course with additional emphasis on the use of technology (see master syllabus).
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### III. Attached Files

[Final Project Instructions](#)

[Final Project Rubric](#)

[Outcome 1 & 2 Supporting Details](#)

**Faculty/Preparer:** Jessica Hale **Date:** 05/19/2015

**Department Chair:** Denise Crudup **Date:** 05/20/2015

**Dean:** Dena Blair **Date:** 05/21/2015

**Assessment Committee Chair:** Michelle Garey **Date:** 06/15/2015

**COURSE ASSESSMENT REPORT**

**I. Background Information**

1. Course assessed:

Course Discipline Code and Number: **ACS 108**  
 Course Title: **Problem Analysis & Critical Thinking**  
 Division/Department Codes: **Humanities and Social Sciences**

2. Semester assessment was conducted (check one):

- Fall 20\_\_
- Winter 2011
- Spring/Summer 20\_\_

3. Assessment tool(s) used: check all that apply.

- Portfolio
- Standardized test (**pre and post- test with the Whimbey Analytical Skills Index**)
- Other external certification/licensure exam (specify):
- Survey
- Prompt
- Departmental exam
- Capstone experience (specify):
- Other (specify):

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 changes were made.

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

202 students assessed / 280 enrolled in Fall 2010 (approximately 72%). Pre- and post-WASI scores for 11 of the 12 sections of 108 that ran in fall were compiled (data from 1 section was not properly recorded).

6. Describe how students were selected for the assessment.

The course level assessment of ACS 108 was carried out at the end of the fall term 2010. Students who did not complete both pre and post testing were removed from the data (202/248; 81%).

**II. Results**

1. Briefly describe the changes that were implemented in the course as a result of the previous assessment. None.

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

Outcome 1: Improve problem solving abilities that are required for most standardized entrance/certification/application tests as well as IQ tests.

Assessment Method 1: Pre- and post-test with the Whimbey Analytical Skills Index

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.***

165 (80.1 %) of the students improved by at least 3 points between their pre- and post-WASI test scores.

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.***

The standard of success was listed as 80% of the students will show an average three (3) point gain on the WASI between the pre- and post-test.

**COURSE ASSESSMENT REPORT**

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

Strengths:

The WASI is an easy to grade and objective measurement tool for critical thinking assessment.

Weaknesses:

As the last class in the developmental reading sequence, it is the opinion of the ACS faculty that a different assessment method is needed to ascertain gains specifically in the area of critical reading. Additionally, standardized testing is not a typical method for assessment in college.

**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.

This course will be redeveloped for Fall 2011 and a departmentally created assessment tool will be implemented. This assessment tool will assess student's ability to use summative writing, presentation skills, and reflective writing to demonstrate critical reading and thinking abilities.

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

Change/rationale:

This course will be redeveloped to focus more heavily on critical reading skills.

Outcome:

1. Employ critical reading strategies to analyze complex text and improve comprehension.
  - i. Assessed using a departmentally-developed rubric for the reflective capstone research Project.
2. Improve critical reading and thinking abilities in preparation for college level courses and career development.
  - i. Assessed using a departmentally-developed rubric for the reflective capstone research Project.

- b.  Objectives/Evaluation on the Master Syllabus

Change/rationale:

Objectives:

1. Apply the use of new strategies for critical reading and thinking skills.
2. Use context clues to define unknown words and demonstrate growth in vocabulary level.
3. Solve a variety of verbal reasoning problems through discussion.
4. Identify main ideas (implied and directly stated) and correctly interpret the facts and paraphrasing.
5. Use inference in critical reading.
6. Identify rhetorical patterns.
7. Analyze textbook passages at the college level.
8. Use cause-effect, reason-consequence, and premise-conclusion reasoning skills.
9. Use critical reading skills to determine bias and propaganda and to distinguish fact from opinion.
10. Solve verbal analogies.
11. Group ideas into general and specific categories; extrapolate this skill by using Venn diagrams.
12. Analyze and evaluate arguments with evidence, trends and patterns, make predictions.
13. Use deductive and hypothetical reasoning skills. Graphically represent deductions using presentations.

Evaluation Methods:

- Activity or Exercise

**COURSE ASSESSMENT REPORT**

- Class Attendance, Participation or Work
  - Discussion
  - Exams/Tests
  - Individual or Group Performance, Project or Presentation
  - Other
  - Portfolio
  - Quizzes
  - **Additional Evaluation Information:** Reflective and summative writing
- c.  Course pre-requisites on the Master Syllabus  
Change/rationale:  
Writing level 4: Important for demonstrating reading comprehension through writing.
- d.  1<sup>st</sup> Day Handouts  
Change/rationale:  
Will reflect new course objectives and assessments.
- e.  Course assignments  
Change/rationale:  
Will be adapted to use summative writing, presentation skills, and reflective writing to demonstrate critical reading and thinking abilities.
- f.  Course materials (check all that apply)  
 Textbook  
 Handouts  
 Other:  
 A new critical reading and thinking textbook will be selected.  
 Handouts will be updated to reflect new materials.
- g.  Instructional methods  
Change/rationale:  
Will be updated to reflect new materials.
- h.  Individual lessons & activities  
Change/rationale:  
Will be updated to reflect new materials.
3. What is the timeline for implementing these actions?  
Fall 2012 all ACS 108 instructors will utilize new master syllabus and corresponding updates to materials.

**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 WASI was effective for measuring student achievement of the learning outcomes set forth for the course according to the existing master syllabus.

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

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

All    Selected   X  

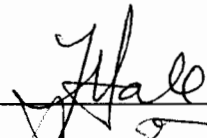
If "All", provide the report date for the next full review: \_\_\_\_\_.

If "Selected", provide the report date for remaining outcomes: The remaining outcomes will not be assessed. The curriculum is being revised and new learning outcomes have been identified.

**COURSE ASSESSMENT REPORT**

Submitted by:

Print: Jessica Hale  
Faculty/Preparer

Signature 


Date: 3/28/11

Print: Joan Lippens  
Department Chair

Signature 

Date: 3/28/11

Print: Bill Abernethy  
Dean/Administrator

Signature 

Date: MAR 30 2011

*logged 4/1/11 s/v*

**COURSE ASSESSMENT REPORT**

**I. Background Information**

1. Course assessed:

Course Discipline Code and Number: ACS 108  
 Course Title: Problem Analysis & Critical Thinking  
 Division/Department Codes: Humanities and Social Sciences

2. Semester assessment was conducted (check one):

- Fall 20\_\_  
 Winter 2008\_\_  
 Spring/Summer 20\_\_

3. Assessment tool(s) used: check all that apply.

- Portfolio  
 Standardized test (COMPASS Reading test)  
 Other external certification/licensure exam (specify):  
 Survey  
 Prompt  
 Departmental exam  
 Capstone experience (specify):  
 Other (specify): WASI pre and post tests (Whimbey's Analytical Skills Inventory)

4. Have these tools been used before?

- Yes—the WASI tests have been used for assessment since the inception of this course.  
 No—although the COMPASS test scores and/or course grades have been used as entrance criteria for course, we have never used the COMPASS Reading test as an assessment tool.

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

No changes made.

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

82 students were assessed who were enrolled in the four sections taught by E. Warner. 16 of these students did not post test and either failed the course or dropped it after the faculty drop deadline.

177 students were enrolled in eight sections of ACS 108 Winter term. Of these 177 students, 30 dropped the course.

6. Describe how students were selected for the assessment.

Students in all of my sections (Elizabeth Warner) were selected to be assessed. The number of students tested on each instrument varies, because some were absent when the tests were administered and did not complete them as make-up tests, and some dropped the course and were not present for post testing.

**II. Results**

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

No changes were actually implemented in the course as a result of the assessments, because the main instrument upon which we rely showed significant gains—the WASI tests. But we will make a significant change in the administration of the post COMPASS Reading test. The students' pre-test Reading scores were based on their most recent COMPASS test upon enrolling in ACS 108. The post-test was administered in the Testing Center WHENEVER the students chose to go to take it at the end of the semester as long as they did it prior to the final exam. Although students were told in class that they were required to take the COMPASS Reading test, it became apparent early on that many were simply ignoring this instruction. As a result, we had to make a quick adjustment and required students to bring their copy of the COMPASS printout to the Academic Skills Center in order to get an answer sheet for their final exam. This created problems in the Testing Center during one of its busiest times, and ultimately, students chose to "blow off" the COMPASS test, just to get a printout so they could pick up their answer sheet for their final exam.

An anecdotal example of this is when one student returned with his printout with a score of 19 on the COMPASS Reading test (an extremely low score), and because he was an A student, it was clear he didn't care what he got; he just wanted the printout so he could take the final exam. When I commented that one of his

**COURSE ASSESSMENT REPORT**

classmates (with whom he often competed for high test scores) had tested at 99, he immediately told us to give back the printout, that he was going to redo the test. He returned with a score of 99.

The plans that will be implemented for changing the administration of the post COMPASS Reading test were made in collaboration with the Testing Center Director and staff. They are as follows: each section to be assessed will be scheduled for testing during their regular class time some time at the end of the semester but before the final exam. This schedule will be prepared far enough in advance so that it will appear on the course calendar and students will be well prepared for it; there will also be make-up instructions for any absentees. These accommodations should relieve the burdens placed on the Testing Center staff at this crucial time of the semester, and this process should also help relieve the stress students may feel about having to fit in another test at final exam time.

2. State each outcome (verbatim) from the master syllabus for the course that was assessed.
  1. Improve problem solving abilities that are required for most standardized entrance/certification/application tests as well as most IQ tests.
  2. Employ critical reading strategies to analyze complex text and improve 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 WASI tests (Whimbey's Analytical Skills Inventory) are pre and post tests that measure the variety of problems particular to most entrance/certification exams and that are studied in this course. Students who attend regularly almost always demonstrate significant gains. This was demonstrated in the following results:

The average pre WASI test score was 13.79. The average post WASI test score was 20.71. The increase was a positive, significant improvement of 6.92, more than double the amount of improvement we suggested we would achieve.

The average pre COMPASS test score was 75.15. The average post COMPASS test score was 72.16. This was an average decrease of 2.99 points and did not meet the goals we set for improvement. The problems were inherent in how we designed the post testing. We have resolved to provide class testing for the post COMPASS for the next assessment of ACS 108.

Attached are not only the summaries of the collected data, but the actual test scores for each student assessed.

Outcome 2: The COMPASS Reading test was used to demonstrate reading gains, but as explained above, we encountered major problems with the post testing. Students simply didn't do it, and when they did, more often than not they didn't care what they scored. Most of them were simply going through the motions to get printouts to bring to the ACS Center so they could get an answer sheet for their final exam. The results show this complete lack of concern for their scores. Not only were minimal gains made, most of the scores showed significant losses. Below are the results of the post COMPASS Reading test scores in relation to their entrance score. (Many of the entrance scores are particularly low because students did not retest prior to taking ACS 108; instead, they used their passing scores from ACS 107 as their entrance criterion.

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: We more than achieved the goal for this outcome. Our expectation was that 80% of the students would demonstrate an increase of 3 or more points between the pre and post WASI test scores. The gains were much greater than this.

Outcome 2: The expectation for this outcome was not achieved. The expectation was that students would improve their COMPASS scores by at least one point on the Reading portion of that test. This goal was not

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met, and we have greatly adjusted how we will measure this in the future. It must be presented in a more comfortable format (e.g., classroom administered exam as opposed to individual testing), because it necessarily must be administered at the end of the term to adequately be considered a post test.

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

**Strengths:** The strength of this course remains in the students' increased abilities to solve problems similar to those on most entrance/certification exams. This reflects an increased ability to reason and think critically.

**Weaknesses:** The weakness demonstrated in this assessment procedure is not a weakness in the course itself, but rather a weakness in the methods we used to measure improved reading skills. Although improvement on the WASI exams per force indicates an improved ability to read critically, we had hoped to demonstrate this with improved COMPASS scores as well. Unfortunately, we did not take into consideration the student's motivation (or lack thereof) about demonstrating any improvement on this instrument. In the future, we will spend more time preparing students for the test as well as providing them with a classroom format for taking it.

**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.

As explained above, the only weakness we feel was demonstrated was in the PROCESS of the assessment instrument. A scheduled class time in the Testing Center at the end of the term should address this concern.

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  
Change/rationale:

b.  Objectives/Evaluation on the Master Syllabus  
Change/rationale:

c.  Course pre-requisites on the Master Syllabus  
Change/rationale:

d.  1<sup>st</sup> Day Handouts

Change/rationale: The course calendar distributed at the beginning of the semester will include a testing date for post testing on the Reading part of the COMPASS only during the semester that assessments will be conducted (Winter 2011).

e.  Course assignments  
Change/rationale:

f.  Course materials (check all that apply)  
 Textbook  
 Handouts  
 Other:

g.  Instructional methods

Change/rationale: Students will be provided with a discussion about the importance of the post COMPASS test and how their improved comprehension scores can impact their self-knowledge and esteem.

COURSE ASSESSMENT REPORT

h.  Individual lessons & activities  
Change/rationale:

3. What is the timeline for implementing these actions?

Three years, or the next semester an assessment will be conducted.

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.

As expected, the Post WASI proved to be a very effective measurement of student achievement of the learning outcomes for ACS 108.

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

Unfortunately, the results of the Reading portion of the COMPASS test were not <sup>an</sup> effective measurement of student achievement. We do not believe this is indicative of an ineffective assessment tool, but that it the results do indicate an ineffective method of delivery. The changes that will be made in the future were addressed above.

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 2011

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

Submitted by:

Name: Elizabeth Warner/ *Elizabeth Warner* Date: 10/24/08  
Print/Signature

Department Chair: Joan Lippens/ *Joan Lippens* Date: 11/12/08  
Print/Signature

Dean: William Abernethy/ *W. Abernethy* Date: NOV 17 2008  
Print/Signature

*logged 11/19/08 sj ✓*

Please return completed form to the Office of Curriculum & Assessment, SC 247.

Approved by the Assessment Committee 10/10/06