

Course Assessment Report
Washtenaw Community College

Discipline	Course Number	Title
English	050	ENG 050 11/21/2016-Basic Writing I
Division	Department	Faculty Preparer
Humanities, Social and Behavioral Sciences	English/Writing	Julie Kissel
Date of Last Filed Assessment Report		

I. Assessment Results per Student Learning Outcome

Outcome 1: Demonstrate satisfactory-level skill, as set by the department, at independently writing an in-class, 8-12 sentence paragraph, with correct sentence boundaries, subject-verb agreement and verb use (past v. present) under the observation of the instructor without the benefit of electronic or other means of tutorial intervention.

- Assessment Plan
 - Assessment Tool: In-class Writing (paragraph)
 - Assessment Date: Fall 2016
 - Course section(s)/other population: English 050/051 students within the last 3 weeks of the semester
 - Number students to be assessed: At least half of the sections, selected at random.
 - How the assessment will be scored: The assessment will be blind-scored by faculty using departmentally-developed rubric.
 - Standard of success to be used for this assessment: Seventy five percent of the students will score at a satisfactory level (6 of 8 or 75% or higher) on the capstone paragraph.
 - Who will score and analyze the data: Full-time faculty in the English department will participate in the blind-scoring and analyze data.

1. Indicate the Semester(s) and year(s) assessment data were collected for this report.

Fall (indicate years below)	Winter (indicate years below)	SP/SU (indicate years below)
2016		

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

# of students enrolled	# of students assessed
73	19

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.

The assessment data loaded in CurricUNET was for the cross-listed courses. At the time the enrollment data was pulled into the report 73 students were registered in ENG 050 and 36 were enrolled in ENG 051 for a total of 109 students in ENG 050/051. A total of 54 students were assessed for a sample size of 49.5%. 19 students in the sample were enrolled in ENG 050 (30.6%) and 35 students in the sample were enrolled in ENG 051 (74.4%). The distribution of enrolments between 050 and 051 was not ideal and was the result of a collection error which prevented us from assigning the writing samples into either 050 or 051. These samples were not used.

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 sections were asked to submit samples from in-class writing during the final weeks of the class.

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

Full-time faculty members used the departmentally-created rubric to assess each sample.

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: No

Thirteen (63%) of the 19 students scored satisfactory and met the standard of success for the writing assignment. This does not meet the expected performance level of 75%.

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

There has been improvement with the creation of a strong topic sentence.

- 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.

For the 7 samples failing to meet the satisfactory level in 050, the errors that were common were lack of prewriting and/or drafting, lack of cohesive support, incorrect sentence boundaries, poor verb use, lack of subject-verb agreement, and inability to produce 6-10 sentences with unity.

II. Course Summary and Action Plans Based on Assessment Results

- 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?

English 050/051 are taught together, and students have the opportunity to complete the course work in one or two semesters. For those samples from 050 students, 63 percent of the samples were satisfactory. For 050 students who earn an S in 050, they take 051 as a follow-up course. For those samples from 051 students, 94 percent of those samples were satisfactory. For 051 students who earn an S in 051, they take 090 as a follow-up course.

Based on these samples, students are demonstrating the skills to ready them for subsequent coursework as set forth by the master syllabi, although 050 students are not keeping the same pace as 051 students in the standard of success.

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

The entire department will receive a copy of the attached report.

- Intended Change(s)

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

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

5.

III. Attached Files

[ENG 050/051 Assessment Project](#)

Faculty/Preparer: Julie Kissel **Date:** 02/02/2017
Department Chair: Carrie Krantz **Date:** 02/22/2017
Dean: Kristin Good **Date:** 02/23/2017
Assessment Committee Chair: Ruth Walsh **Date:** 03/21/2017

**Course Assessment Report
Washtenaw Community College**

Discipline	Course Number	Title
English	050	ENG 050 02/24/2014-Basic Writing I
Division	Department	Faculty Preparer
Humanities, Social and Behavioral Sciences	English/Writing	Julie Kissel
Date of Last Filed Assessment Report		

I. Assessment Results per Student Learning Outcome

Outcome 1: Demonstrate satisfactory-level skill, as set by the department, at independently writing an in-class, 8-12 sentence paragraph, with correct sentence boundaries, subject-verb agreement and verb use (past v. present) under the observation of the instructor without the benefit of electronic or other means of tutorial intervention.

- Assessment Plan
 - Assessment Tool: In-class Writing (paragraph)
 - Assessment Date: Fall 2009
 - Course section(s)/other population: English 050/051 students within the last 3 weeks of the semester
 - Number students to be assessed: At least half of the sections, selected at random.
 - How the assessment will be scored: The assessment will be blind-scored by faculty using departmentally-developed rubric.
 - Standard of success to be used for this assessment: Seventy five percent of the students will score at a satisfactory level (6 of 8 or 75% or higher) on the capstone paragraph.
 - Who will score and analyze the data: Full-time faculty in the English department will participate in the blind-scoring and analyze data.

1. Indicate the Semester(s) and year(s) assessment data were collected for this report.

Fall (indicate years below)	Winter (indicate years below)	SP/SU (indicate years below)
2013		

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

# of students enrolled	# of students assessed
70	29

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.

The number of students assessed differs because of student withdrawal or absence. The 29 represent 40% of the the students enrolled; student completion was 37%.

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 sections were sampled for this assesment.

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

All instructors were asked to collect a writing sample during the last 3 weeks of class. These samples were collected and reviewed by full-time faculty using a departmental rubric.

6. Briefly describe assessment results based on data collected for this outcome and tool during the course assessment. Discuss the extent to which students achieved this learning outcome and indicate whether the standard of success was met for this outcome and tool.

Met Standard of Success: Yes

Eighty-six percent of the samples were satisfactory. Four of the 29 samples collected failed to meet the satisfactory level.

Strengths: As has been noted in previous assessments, a high percentage (86%) of students meet the departmental criteria, which has been set at 75%.

Weaknesses: In general, students who failed were not able to produce work long enough and controlled enough to be successful with academic writing. At the ENG 050 level, we have a high percentage of students who do not finish the course, thereby earning the W or U. This has not changed over the years, but with more restrictive academic standing rules and financial aid rules, fewer students are taking these courses repeatedly or failing them repeatedly.

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

Strengths: As has been noted in previous assessments, a high percentage (86%) of

students meet the departmental criteria, which has been set at 75%.

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.

Weaknesses: In general, students who failed were not able to produce work long enough and controlled enough to be successful with academic writing. At the ENG 050 level, we have a high percentage of students who do not finish the course, thereby earning the W or U. This has not changed over the years, but with more restrictive academic standing rules and financial aid rules, fewer students are taking these courses repeatedly or failing them repeatedly.

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?

We will continue to emphasize the writing process as well as grammar and vocabulary development to improve control of sentence boundaries, verb use, and formal language.

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

A full report has been provided to the English department. The full-time faculty will also review the master syllabus after the assessment process is completed.

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?

The assesment tool and process was effective and will be used for future assessments.

III. Attached Files

[050/051 Assessment Report](#)

Faculty/Preparer: Julie Kissel **Date:** 02/24/2014
Department Chair: Carrie Krantz **Date:** 03/03/2014
Dean: Dena Blair **Date:** 03/03/2014
Assessment Committee Chair: Michelle Garey **Date:** 03/21/2014

COURSE ASSESSMENT REPORT

I. Background Information

1. Course assessed:
 Course Discipline Code and Number: **ENG 050**
 Course Title: **Basic Writing I**
 Division/Department Codes: **HSS**

2. Semester assessment was conducted (check one):
 Fall 2009
 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):

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.

The tools have not been altered since the last administration.

5. Indicate the number of students assessed/total number of students enrolled in the course.
ENG 050
52 samples (49% of the students enrolled)

6. Describe how students were selected for the assessment.
All instructors of Basic Writing were asked to submit end-of-semester writing samples that were written in class, without tutorial intervention. Samples from one section were not used because the samples were word-processed and edited.

II. Results

1. Briefly describe the changes that were implemented in the course as a result of the previous assessment.
Based on the assessment project in 2006, there were no course changes implemented.

2. List each outcome that was assessed for this report exactly as it is stated on the course master syllabus.
ENG 050
Demonstrate satisfactory-level skill at writing a 6-10 sentence paragraph with correct sentence boundaries, subject-verb agreement, and verb usage (past v. present), and written independently under the observation of the instructor without the benefit of electronic or other means of tutorial intervention.

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.*

ENG 050
92% of the samples were satisfactory. Four samples of the 52 collected failed to meet the satisfactory level. See English 050 Assessment Rubric (attached).

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.*

See attached report

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

Strengths: As was noted in 2006, a high percentage (94%) of students met the departmental criteria, which had been set at 75%.

Weaknesses: In general, students were able to produce a long enough piece of writing, but those failing struggled to maintain the formal structures of academic writing. The attached report notes the failings.

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.

We will continue to emphasize the writing process as well as grammar development to improve control of sentence boundaries, verb use, and formal language.

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.

NO FORMAL CHANGES ARE WARRANTED AT THIS TIME.

- 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. 1st Day Handouts
Change/rationale:

- e. Course assignments
Change/rationale:

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

- g. Instructional methods
Change/rationale:

- h. Individual lessons & activities
Change/rationale:

3. What is the timeline for implementing these actions?

COURSE ASSESSMENT REPORT

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 tool used was effective in measuring student achievement of learning outcomes for this course.

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


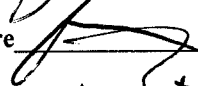
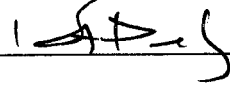
3. Which outcomes from the master syllabus have been addressed in this report?

All Selected

If "All", provide the report date for the next full review: Fall 2012

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

Submitted by:

Print: <u>Julie Kissel</u> Faculty/Preparer	Signature: <u></u>	Date: <u>3/9/10</u>
Print: <u>Carrie Krantz</u> Department Chair	Signature: <u></u>	Date: <u>3/9/10</u>
Print: <u>Bill Abernethy</u> Dean/Administrator	Signature: <u></u>	Date: <u>MAR 10 2010</u>

COURSE ASSESSMENT REPORT

I. Background Information

1. Course assessed:
 Course Discipline Code and Number: ENG 050 & 051
 Course Title: BASIC WRITING
 Division/Department Codes: HSS

2. Semester assessment was conducted (check one):
 Fall 2007
 Winter 20__
 Spring/Summer 20__

3. Assessment tool(s) used: check all that apply.
 Portfolio
 Standardized test
 Other external certification/licensure exam (specify):
 Survey
 XPrompt
 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.

5. Indicate the number of students assessed/total number of students enrolled in the course.
118/190 WRITING SAMPLES ASSESSED (62%) ENG 050 – 47 SAMPLES
212 REGISTERED,(based on 10/11 sections submitted) ENG 051 – 71 SAMPLES
See discussion of SAMPLE GROUP - attached

6. Describe how students were selected for the assessment.
ALL INSTRUCTORS OF BASIC WRITING WERE ASKED TO SUBMIT END-OF-SEMESTER WRITING SAMPLES THAT WERE WRITTEN IN CLASS, WITHOUT TUTORIAL INTERVENTION.

II. Results

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

2. State each outcome (verbatim) from the master syllabus for the course that was assessed.
ENG 050
Demonstrate satisfactory – level skill at writing a 6-10 sentence paragraph with correct sentence boundaries, subject-verb agreement, and verb usage (past v. present), and written independently under the observation of the instructor without the benefit of electronic or other means of tutorial intervention.

ENG 051
Demonstrate satisfactory-level skill at writing an 8-12 sentence paragraph with correct sentence boundaries, subject-verb agreement, verb usage (past v. present), use of formal (academic) language, and transitional phrases and written independently under the observation of the instructor without the benefit of electronic or other means of tutorial intervention.

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.*
4. **Eng. 050**
 89% of the samples were satisfactory. Five (5) samples of the 47 collected failed to meet the satisfactory level. See English 050 Assessment Rubric (attached)
Eng 051
 92 % of the samples were satisfactory. Six (6) samples of the 71 collected failed to meet the satisfactory level. See English 051 Assessment Rubric (attached).
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.*
See notes above
6. Describe the areas of strength and weakness in students' achievement of the learning outcomes shown in assessment results.
Strengths: A high percentage of students met the departmental criteria. All the students in English 051 were satisfactory in the use of formal (academic) language.

Weaknesses: Students' weaknesses are noted in the rubrics for each course.

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.
We will continue to emphasize prewriting, drafts, topic sentences, support, sentence boundaries, verb use, transitions, formal language and fluency in this course.
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.
3. **See above – no formal changes are warranted at this time.**
 - 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. 1st Day Handouts
Change/rationale:
 - e. Course assignments
Change/rationale:
 - f. Course materials (check all that apply)
 - Textbook
 - Handouts
 - Other:
 - g. Instructional methods
Change/rationale:
 - h. Individual lessons & activities
Change/rationale:

COURSE ASSESSMENT REPORT

4. What is the timeline for implementing these actions? N/A

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 tool used was effective in measuring student achievement of learning outcomes for this course.

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

We may consider using a single prompt for this assessment; but we see no need for that at this time.

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: FALL

2009

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

Submitted by:

Name: RUTH HATCHER and JULIE KISSEL Date: 1/23/07
Print/Signature

Department Chair: Carrie Krantz Fischer Date: 1/25/07
Print/Signature

Dean: [Signature] Date: JAN 26 2007
Print/Signature