

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

Discipline	Course Number	Title
English	090	ENG 090 09/06/2018- Writing Fundamentals I
Division	Department	Faculty Preparer
Humanities, Social and Behavioral Sciences	English/Writing	Ernest Querijero
Date of Last Filed Assessment Report		

**I. Assessment Results per Student Learning Outcome**

Outcome 1: Demonstrate satisfactory-level competency on multi-paragraph writing when asked to write in class independently under the observation of the instructor without the benefit of electronic or other means of tutorial intervention.

- Assessment Plan
  - Assessment Tool: capstone essay
  - Assessment Date: Winter 2017
  - Course section(s)/other population: 090 students in attendance during the 13 or 14 week of the semester.
  - Number students to be assessed: At least 100 students
  - How the assessment will be scored: a departmentally-developed rubric will be used to be blind-score the essays
  - Standard of success to be used for this assessment: Eighty-five percent of students assessed will be score 75% (C grade) or better
  - Who will score and analyze the data: A committee of faculty from the English Department will score the samples and analyze the data.

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

Fall (indicate years below)	Winter (indicate years below)	SP/SU (indicate years below)
	2018	

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

# of students enrolled	# of students assessed
142	83

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.

There were 83 samples collected from the enrolled students. Students had withdrawn or were absent when the test was given. Department calculations show that 155 students were enrolled in the course when the data was collected.

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 instructors teaching ENG 090/091 gave the exit test during the final 3 weeks of the term. Instructors were provided a prompt and direction to administer the in-class writing assignment.

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

The assessment exit test was blind-scored by faculty using a departmentally-developed 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: <u>Yes</u>			
<b>Chart 1</b>			
	<b>Number of Samples</b>	<b>Ready for 091</b>	<b>Not Ready for 091</b>
<b>Total Samples</b>	83	87%	13%
Those students who took the ENG 090 exceeded the 85 percent success rate that has been set by the English department. During the 2014 assessment project, 87 percent of the students were deemed "Ready for 091."			

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

Prewriting and/or rough drafts were included with regularity for this assessment, which was an improvement over the previous assessment. Although it was rare to find a full rough draft with the final draft, most of the samples did include a

prewriting activity ranging from clustering to outlining. Generally, those students with more detailed prewriting, created stronger essays.

English 090/091 continues to maintain a success rate of 65 percent or higher. Our Institutional Research Department reports that WCC's success rate in developmental writing was 74 percent, up slightly from the previous year and 7 percentage points above the median. WCC's rate excluding withdrawals was 81 percent. For WCC students who completed the developmental Writing sequence, the success rate in first college-level Writing was 85 percent, the same as the previous year and 11 percentage points higher than the median. WCC's rate after excluding withdrawals was 92 percent. These percentages, as well as tracking above the national data, have been consistent over the past decade. Data provided by the National Community College Benchmark Project was used as a source for comparison.

The department will continue to review attendance policies, grading policies, and consistency from instructor to instructor. The department will modify and clarify assignments in the Writing Center manuals to work to improve consistency in all of the courses.

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.

For the 11 samples failing to meet the satisfactory level for ENG 090, there were 3 samples that did not meet minimum requirements to grade. These samples did not answer the prompt, did not use an identifiable rhetorical pattern, mixing narration and exemplification with no control. Therefore, these 3 samples were not included in the data below based on the rubric.

For the remaining 8 samples, the common errors were lack of identifiable thesis, lack of topic sentences and paragraph development, lack of appropriate paragraph structure/format, issues with fluency (grammar, spelling, and mechanics), and producing enough writing. Hence, these essays/multi-paragraph pieces did not meet the standards set by the department to pass ENG 090.

Seven of the 11 failing samples were from students who passed ENG 090 with an S. Four of the 11 failing samples was from students who received a U in ENG 090. Eight of these students have not registered for additional courses. One of these students is identified as an English as a Second Language student, and at least 4 of the students are receiving support from Learning Support Services, having taken ENG 050/051 or ENG 090 before.

## 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 use of prewriting and the writing process to build coherent essays that use standard written English and academic structures.

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 all faculty in the English department. The full-time faculty will also review the master syllabi after the assessment process is complete, making changes to course requirements and expectations.

3. Intended Change(s)

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

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

5.

### III. Attached Files

[Assessment Results for 090 2018](#)

**Faculty/Preparer:** Ernest Querijero **Date:** 09/13/2018  
**Department Chair:** Carrie Krantz **Date:** 09/17/2018  
**Dean:** Kristin Good **Date:** 09/17/2018  
**Assessment Committee Chair:** Shawn Deron **Date:** 10/17/2018

**Course Assessment Report  
Washtenaw Community College**

Discipline	Course Number	Title
English	090	ENG 090 06/02/2014- Writing Fundamentals 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 competency on multi-paragraph writing when asked to write in class independently under the observation of the instructor without the benefit of electronic or other means of tutorial intervention.

- Assessment Plan
  - Assessment Tool: capstone essay
  - Assessment Date: Winter 2013
  - Course section(s)/other population: 090 students in attendance during the 13 or 14 week of the semester.
  - Number students to be assessed: At least 100 students
  - How the assessment will be scored: The assessment will be blind-scored by faculty to determine if students are ready for ENG 091 or not ready for ENG091 course.
  - Standard of success to be used for this assessment: Eighty-five percent of students assessed will be prepared for ENG 091.
  - Who will score and analyze the data: A committee of faculty from the English Department will score the samples and analyze the data.

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

Fall (indicate years below)	Winter (indicate years below)	SP/SU (indicate years below)
	2014	

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

# of students enrolled	# of students assessed
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232	90
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- 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.

20 of 21 sections submitted samples for this project - 90 samples from a possible 190. Of the 190 students enrolled in these sections, 45 received Ws and 66 received Unsatisfactory. These account for the difference between enrollment and collected samples.

- 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 instructors were provided with the prompt and were asked to assign the in-class writing after week 13. All sections were face-to-face.

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

All instructors were provided a prompt and directions to administer the in-class writing assignment after the 13<sup>th</sup> week of class. The samples were collected and reviewed by full-time faculty using a departmental rubric.

- 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.

<b>Met Standard of Success: <u>Yes</u></b>			
Prewriting and/or rough drafts were included with regularity for this assessment, which was an improvement over the previous assessment. Although it was rare to find a full rough draft with the final draft, most of the samples did include a prewriting activity ranging from clustering to outlining. Generally, the more detail a student provided in the prewriting, the better the essay. Students are meeting the standard of success set for this tool and outcome.			
	<b>Number of Samples</b>	<b>Satisfactory (090)</b>	<b>Unsatisfactory (090)</b>
<b>090</b>	90	87%	13%

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

Those students attending are meeting the criteria for success near the 85% that has been set by the English department. These success results are lower than the previous assessment by about 5 percentage points, but these scores do not vary greatly from earlier assessment projects.

Prewriting and/or rough drafts were included with regularity for this assessment, which was an improvement over the previous assessment. Although it was rare to find a full rough draft with the final draft, most of the samples did include a prewriting activity ranging from clustering to outlining. Generally, the more detail a student provided in the prewriting, the better the essay.

English 090/091 continues to maintain a college success rate of 65 percent or higher, minus the faculty withdrawals.

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.

#### **Analysis (090)**

For the 12 samples failing to meet the satisfactory level for 090, the errors that were common were lack of identifiable thesis, lack of topic sentences and paragraph development, lack of appropriate paragraph structure/format, and issues with fluency (grammar, spelling, and mechanics). Although these students were generally able to produce enough work, the essays/multi-paragraph pieces did not meet the standards set by the department to pass 090.

## **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 with a focus on developing stronger prewriting connected to essay development.

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

One area the department will review is the difference in success rates from fall to winter. The fall generally trends higher; fall 2013 has a combined 090/091 success rate of 74 percent. There are also higher rates of withdrawal in the winter at both the 090 and 091 levels.

The department will continue to review attendance policies, grading policies, and

consistency from instructor to instructor.

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

### III. Attached Files

[090 Assessment Report 2014](#)

**Faculty/Preparer:** Julie Kissel **Date:** 06/02/2014  
**Department Chair:** Carrie Krantz **Date:** 07/17/2014  
**Dean:** Dena Blair **Date:** 07/28/2014  
**Assessment Committee Chair:** Michelle Garey **Date:** 03/04/2015



**COURSE ASSESSMENT REPORT**

**I. Background Information**

1. Course assessed:  
 Course Discipline Code and Number: **ENG 090**  
 Course Title: **Writing Fundamentals I**  
 Division/Department Codes: **HSS**
  
2. Semester assessment was conducted (check one):  
 Fall 20  
 Winter 2010  
 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 090**  
**137 samples (53% of the students enrolled)**

**ENG 091**  
**257 samples (82% of the students enrolled)**

**Courses together**  
**394 Writing Samples assessed (69%); based on 29/29 sections submitted**

**616 registered for winter 2010 and 67% were successful based on data from Institutional Research using the Winter 2010 Grade Distribution chart. Success rates based on 572 students (44 faculty withdrawals).**

6. Describe how students were selected for the assessment.  
**All instructors of Writing Fundamentals were asked to submit end-of-semester writing samples that were written in class, without tutorial intervention, using a prompt developed by the department.**

**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 2007, 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 090**  
**Demonstrate satisfactory-level competency on multi-paragraph writing when asked to write in class independently under the observation of the instructor, without the benefit of electronic or other means of tutorial intervention.**

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**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.*

**ENG 090**

**89% of the samples were satisfactory. Fifteen of the 137 samples collected failed to meet the satisfactory level. See the 090 Assessment Data Report - Winter 2010 (attached).**

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 2007, a high percentage (89%) of students met the departmental criteria, which had been set at 85%.**

**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. We will also continue to work with our faculty to determine and maintain appropriate standards for all sections.**

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.  1<sup>st</sup> Day Handouts  
Change/rationale:

e.  Course assignments  
Change/rationale:

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

g.  Instructional methods  
Change/rationale:

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

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COURSE ASSESSMENT REPORT

h.  Individual lessons & activities  
Change/rationale:

3. What is the timeline for implementing these actions?

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?

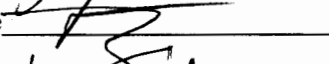
All X Selected \_\_\_\_\_


If "All", provide the report date for the next full review: Winter 2013

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

Submitted by:

Print: Julie Kissel Signature:  Date: 11-22-11  
Faculty/Preparer

Print: Carrie Krantz Signature:  Date: 11/23/11  
Department Chair

Print: Bill Abernethy Signature:  Date: NOV 23 2011  
Dean/Administrator

**COURSE ASSESSMENT REPORT**

**I. Background Information**

1. Course assessed:  
 Course Discipline Code and Number: ENG090  
 Course Title: Writing Fundamentals I  
 Division/Department Codes: HSS
  
2. Semester assessment was conducted (check one):  
 Fall 20\_\_  
 Winter 2007  
 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.  
*No, the tool has not been altered since its use winter 2005.*

5. Indicate the number of students assessed/total number of students enrolled in the course.  
*24/25 sections submitted samples*

*ENG090  
 240 Enrolled (157 received either S/U – 82 received FW/W)  
 100 samples collected (64% of students receiving S/U)*

6. Describe how students were selected for the assessment.  
*All instructors of Writing Fundamentals 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.  
*When this assessment was completed in winter 2005, it was determined that the class, originally ENG091, be split into a 2 semester course to resemble ENG050/051. This was to relieve the punitive nature of the grade for those students who needed additional time to develop their writing skills.*
  
2. State each outcome (verbatim) from the master syllabus for the course that was assessed.  
*ENG090  
 Demonstrate satisfactory-level competency on multi-paragraph writing when asked to write in class 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.**

*See attached 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: A high percentage of students met the department requirements. Through blind-grading the department determined that 88% and 90% of students in ENG090 and ENG091 met the requirements for advancing to the next level.*

*Weaknesses: Students' weaknesses are noted on the scoring 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, paragraph/essay development, 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.

*The English Department, as well as ACS, MTH, and REA, has agreed to a Developmental Course Attendance Policy beginning fall 2007.*

*New Policy:*

*The experience in class cannot be replicated; therefore, attendance is required (mandatory) in this class. An absence rate of 20% or more may result in faculty withdrawal or failure of the course.*

- 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:

- e.  Course assignments  
Change/rationale:

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

**COURSE ASSESSMENT REPORT**

g.  Instructional methods  
Change/rationale:

h.  Individual lessons & activities  
Change/rationale:

3. What is the timeline for implementing these actions?

**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.  
N/A

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 2010.

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

**Submitted by:**

Name: Julie Kissel *Julie Kissel* Date: 6/21/07  
Print/Signature

Department Chair: *Carrie Krantz Fischer* Date: 6/21/07  
Print/Signature

Dean: *[Signature]* Date: JUN 26 2007  
Print/Signature

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