

**Course Assessment Report
Washtenaw Community College**

Discipline	Course Number	Title
English	226	ENG 226 05/17/2019- Composition II
Division	Department	Faculty Preparer
Humanities, Social and Behavioral Sciences	English & College Readiness	Jean Miller
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

The last assessment report was written in 2016 using data from Winter 2014.

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

The CAAP test was administered in face-to-face sections of ENG 226. The test was not available for online courses. The standard of success was that the majority of students would score within 5% of the national mean or better. According to the report, students met the standard of success for outcomes 1 and 2. Outcome #3 could not be assessed using the CAAP test.

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

No changes were intended.

II. Assessment Results per Student Learning Outcome

Outcome 1: Write a competent academic argumentative essay.

- Assessment Plan
 - Assessment Tool: Academic research argumentative essay
 - Assessment Date: Fall 2019
 - Course section(s)/other population: All sections

- Number students to be assessed: Random sample of a minimum of 100 students
- How the assessment will be scored: Departmentally-developed rubric
- Standard of success to be used for this assessment: 70% of the students will score 70% or higher
- Who will score and analyze the data: 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)
	2019	

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

# of students enrolled	# of students assessed
821	75

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.

Assessment began with the random selection of eight sections of winter semester 2019 ENG 226. Anticipated enrollment in all sections of the course was a maximum of 1,000 students based on 20 students per section. Eight sections would produce a maximum of 150 students or 15% of total. With student withdrawals and course cancelations, the total number of students enrolled in all sections was 806. One of the randomly chosen sections was canceled, leaving seven sections with a total of 125 students in the study. These numbers dropped considerably by semester end.

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.

No specific attempt was made to determine section populations, except to ensure that at least one section was DL (two were) and another, MM. The remaining sections were campus sections. The eighth section that did not make its enrollment was DL.

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

Of the submitted artifacts, raters first determined whether the artifacts fell under the genre of argumentative essay. An entire section, section 8, included no

artifacts judged to be argumentative essays. It was one of seven sections being assessed and it had to be excluded from further study. The remaining six sections became the population.

Section Number	Initial Enrollment	Final Enrollment
A	18	13
B	16	11
C	21	17
D	20	13
E	19	12
F	14	9
G	17	13

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

Two raters reviewed the 88 artifacts according to a departmentally-developed rubric. For the four criteria of the rubric, an artifact would pass if it demonstrated at least three of the four criteria (75%). Submissions from one of the sections were not suitable for assessment and were discarded. The remaining 75 artifacts represented 9.3% of total ENG 226 enrollment. Of these 75, 11 were judged as not meeting the rubric. The assessment plan considered 70% of artifacts passing as the measure of success. The result of this assessment was 85.3%.

Raters established that 85.3% of essays were successful in meeting the standard. This percentage is based on artifacts from 75 students drawn from six randomly chosen section of ENG 226, or 9.3% of all students in all sections. We are confident that ENG 226 succeeds in its role of teaching critical thinking skills and meets requirements for critical thinking in general education.

Discussion

Raters found all essays exhibited criterion 4. This may indicate success, but it may mean the criterion is insufficient to the assessment process and should be revised. A few essays either did not exhibit criterion 1 or failed to document sources

adequately to be assessed. In general, there were few misses on this criterion. Most of the 11 misses involved a combination of criteria 2 and 3. The essays had difficulty staying on topic, or there was a mismatch between focus and argument. The essays established focus in the introduction but developed an argument in subsequent paragraphs that deviated from the commitment made in the introduction. As is evident from the numbers, these issues were not pervasive.

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

With the exception of one of the randomly selected sections whose submissions were not usable, raters found no artifacts that did not represent the genre of academic argumentative essay.

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.

Because submissions eventually studied met this outcome, there appears to be little cause for improvement. However, since one section did not meet the outcome because its artifacts were inappropriate, this may merit investigation. It has been assumed that students emerge from ENG 226 having successfully demonstrated the ability to produce such an artifact.

Outcome 2: Demonstrate critical thinking skills applied to writing.

- Assessment Plan
 - Assessment Tool: Departmentally-developed testing instrument
 - Assessment Date: Fall 2019
 - Course section(s)/other population: All sections
 - Number students to be assessed: A random sample of a minimum of 100 students
 - How the assessment will be scored: Departmentally-developed rubric
 - Standard of success to be used for this assessment: 70% of the students will score 70% or higher
 - Who will score and analyze the data: 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)
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	2019	
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2. Provide assessment sample size data in the table below.

# of students enrolled	# of students assessed
821	75

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.

Since one of the sections was canceled due to low enrollment, artifacts were obtained from the seven remaining sections. Two raters reviewed the 88 artifacts according to a departmentally-developed rubric. For the four criteria of the rubric, an artifact would be passed if it demonstrated at least three of the four criteria (75%). Submissions from one of the sections were not suitable for assessment and were discarded. The remaining 75 artifacts represented 9.3% of total ENG 226 enrollment. Of these 75, 11 were judged as not meeting the rubric. The assessment plan considered 70% of artifacts passing as the measure of success. The result of this assessment was 85.3%.

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.

No specific steps were taken to assure this distribution, other than observation of randomization results. The section canceled due to low enrollment was a DL course. Of the remaining sections, two were DL, one was MM, and the remaining three, on-campus classes.

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

Rubric

In the rubric, attempts were made to break down critical thinking skills into inclusive and appropriate criteria:

1. Comprehension and Use of Sources. Essays that constituted assessment artifacts must exhibit a minimum of two researched sources cited as either direct quotation or paraphrase. Essays must demonstrate understanding of the facts, theories, and/or opinions expressed in the sources. This is a crucial component of critical thinking because understanding of research is essential to writing critically.

2. Focus. Essays must exhibit a focus on a specific subject that pervades the essay. Most often this means a clear thesis statement. A student's ability to stay on topic and make a salient point is essential to critical thinking skills.

3. Argument. Essays must exhibit an argument or line of reasoning. Making a case about a subject with inductive and deductive reasoning is essential to competence in critical thinking.

4. Audience. Essays must exhibit credibility, which means a broad understanding of the subject and its issues. This criterion is important in that its absence—misunderstanding of or not understanding the subject—sabotages critical thinking.

A pass on at least three out of four criteria meant success.

The number of artifacts assessed was 88. Of these, the submissions of section 8 did not comply with the guidelines given and were unusable. The final count of essays was 75 or 9.3% of total ENG 226 enrollment in ENG 226 in winter semester 2019. Though less than ideal, we believe this number is representative for the purpose of assessment.

Section Number	Initial Enrollment	Final Enrollment
6	18	13
28X	16	11
2	21	17
8	20	13
D06	19	12
M02	14	9
D05	17	13

Two raters evaluated each of the 75 essays. They reached consensus on the relative success of each one. A total of 11 essays failed to meet the rubric. The remaining 64 essays met the rubric, which was 85.3%, exceeding the 70% defined as success.

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

Raters established that 85.3% of essays were successful in meeting the standard. This percentage is based on artifacts from 75 students drawn from six randomly chosen sections of ENG 226, or 9.3% of all students in all sections. We are confident that ENG 226 succeeds in its role of teaching critical thinking skills and meets requirements for critical thinking in general education.

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

Raters found all essays exhibited criterion 4 (Credibility in understanding of the subject and issues). This may indicate success, but it may mean the criterion is insufficient to the assessment process and should be revised. A few essays either did not exhibit criterion 1 (Comprehension and use of sources), or failed to document sources adequately to be assessed. In general, there were few misses on this criterion. Most of the 11 misses involved a combination of criteria 2 (Focus) and 3 (Argument/Reasoning). These essays had difficulty staying on topic, or there was a mismatch between focus and argument. The essays established focus in the introduction but developed an argument in subsequent paragraphs that deviated from the commitment made in the introduction. This may suggest that more work needs to be done on establishing a connection between focus and argument. Since writers establish focus in the introduction, the progress of the essay depends on the argument responding to issues raised at the beginning. As is evident from the numbers, these issues were not pervasive.

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.

Rather than devoting effort to further syllabus revision, time might better be spent in meetings of instructors to discuss submitted student work in the hope of identifying problems and coming up with solutions.

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.

N/A

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?

Overall, the raters were impressed by student artifacts. The essays submitted were well written, competent, successful, and a pleasure to read. I'm not sure that this was surprising, but definitely gratifying.

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

This preparer will encourage the department chair to use the part-time faculty orientation in January to ask instructors to bring student work from fall semester to be discussed in terms of the four criteria that make up the rubric.

4. Intended Change(s)

Intended Change	Description of the change	Rationale	Implementation Date
Assessment Tool	The assessment tool will be clarified so that all instructors and all sections complete the assessment accurately.	Some data for the current assessment was unusable as the students in one whole section did not submit essays that were argumentative.	2020
Other: data collection	The number of students assessed will now be a random percentage of students from each section.	To ensure students from all sections are included in the assessment.	2020

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

N/A

III. Attached Files

[Assessment of ENG 226 and Outcomes of Critical Thi](#)

Faculty/Preparer: Jean Miller **Date:** 10/21/2019

Department Chair: Carrie Krantz **Date:** 10/21/2019

Dean: Scott Britten **Date:** 10/23/2019
Assessment Committee Chair: Shawn Deron **Date:** 11/08/2019

Course Assessment Report
Washtenaw Community College

Discipline	Course Number	Title
English	226	ENG 226 11/21/2016-Composition II
Division	Department	Faculty Preparer
Humanities, Social and Behavioral Sciences	English/Writing	Jean Miller
Date of Last Filed Assessment Report		

I. Assessment Results per Student Learning Outcome

Outcome 1: Demonstrate critical thinking skills.

- Assessment Plan
 - Assessment Tool: CAAP Critical Thinking Exam
 - Assessment Date: Winter 2007
 - Course section(s)/other population: random sample of all sections
 - Number students to be assessed: 300
 - How the assessment will be scored:
 - Standard of success to be used for this assessment:
 - Who will score 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
867	124

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.

Random selection of sections.

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.

We need to include MM and DL sections in future assessments.

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

CAAP standardized test.

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

Meets national mean score.

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

Subjects meet the national mean of the CAAP Critical Thinking test. This was our desired outcome.

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.

As a department, we continue to look for alternatives to the CAAP test.

Outcome 2: Write a competent academic argumentative essay.

- Assessment Plan
 - Assessment Tool: CAAP Writing Exam
 - Assessment Date: Winter 2007
 - Course section(s)/other population: random sample of all sections
 - Number students to be assessed: 300
 - How the assessment will be scored:
 - Standard of success to be used for this assessment:

- Who will score 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
867	124

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.

Random selection of sections.

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.

We will need to include MM and DL sections in the future.

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

CAAP standardized test.

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
Assessment population met national mean.

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

Subjects met the national mean of the CAAP Writing test, which was the desired outcome.

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.

We continue to consider alternatives to the CAAP test that might better meet our assessment priorities.

Outcome 3: Utilize MLA or APA styles appropriately in research writing.

- Assessment Plan
 - Assessment Tool: Research and Documentation Paper review
 - Assessment Date: Winter 2007
 - Course section(s)/other population: random sample of all sections
 - Number students to be assessed: 300
 - How the assessment will be scored:
 - Standard of success to be used for this assessment:
 - Who will score 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
867	124

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.

We did not assess this outcome, which is assessed at the ENG 111 level. As a department, we are considering other assessment options beyond the CAAP Writing test to include this outcome.

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.

N/A

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

N/A

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

N/A

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

We did not measure this outcome, though it is assessed in ENG 111. We wished to use the CAAP Writing test, which doesn't include documentation. We may consider alternatives to the CAAP Writing test in the future.

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.

N/A

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?

The students tested achieved the national mean for both the CAAP critical thinking test and the CAAP writing test. This shows us that the course is likely successful in meeting its outcomes for its students. There were no real surprises.

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

We will discuss this at our December Department meeting. We will discuss the wisdom of seeking alternatives to the CAAP tests. My recommendation is that we continue with CAAP and reconsider how to deal with MLA/APA documentation.

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

[2014 Writing Score Results](#)

Faculty/Preparer: Jean Miller **Date:** 11/22/2016
Department Chair: Carrie Krantz **Date:** 11/22/2016
Dean: Kristin Good **Date:** 11/22/2016
Assessment Committee Chair: Ruth Walsh **Date:** 01/09/2017

COURSE ASSESSMENT REPORT

I. Background Information

1. Course assessed: Composition II
 Course Discipline Code and Number: ENG 226
 Course Title: Composition II
 Division/Department Codes: HSS/ENG

2. Semester assessment was conducted (check one):
 Fall 2010
 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.
 Not to the best of my knowledge. The exam is a standardized, national exam.

5. Indicate the number of students assessed and the total number of students enrolled in the course.
 134 assessed
 Approximately 780

6. If all students were not assessed, describe how students were selected for the assessment. *(Include your sampling method and rationale.)*
 Random sample selected by the Curriculum and Assessment office.
Individual sections of the course were randomly selected.

x

II. Results

1. Briefly describe the changes that were implemented in the course as a result of the previous assessment.
 No changes since previous assessment.

2. List each outcome that was assessed for this report exactly as it is stated on the course master syllabus. *(You can copy and paste these from CurricUNET's WR report.)*
 Write at least a three-paragraph, connected composition that is clear, organized, complete and appropriate for the intended audience.
 Respond to an idea in a thorough, logical and credible manner.
 Provide support for statements and/or opinions.
 Write without grammatical or mechanical errors.

3. For each outcome that was assessed, indicate the standard of success exactly as it is stated on the course master syllabus. *(You can copy and paste these from CurricUNET's WR report.)*
 60% of WCC students scored at or above the national mean for Essay 1.
 76% of WCC students scored at or above the national mean for Essay 2.
 57% of WCC students scored at or above the national mean for the compiled scores of Essay 1 and Essay 2.

COURSE ASSESSMENT REPORT

4. Briefly describe assessment results based on data collected during the course assessment. Indicate the extent to which students are achieving each of the learning outcomes listed above and state whether the standard of success was met for each outcome. *In a separate document, include a summary of the data collected and any rubrics or scoring guides used for the assessment.*

The standard of success for the learning outcome is that the majority (more than 50%) of the students will score within 5% of the national mean. In all three instances (Essay 1, 2 and the compiled results) 51% or more of the students scored at or above the national mean.

5. Describe the areas of strength and weakness in students' achievement of the learning outcomes shown in the assessment results. *(This should be an interpretation of the assessment results described above and a thoughtful analysis of student performance.)*

Strengths: The majority of the students scored at or above the national mean

Weaknesses: N/A

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. *(If students met all expectations, describe your plan for continuous improvement.)*

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. 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?

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 CAAP exam is a nationally recognized exam for assessing writing skills and is an efficient tool to measure student achievement of learning outcomes.

COURSE ASSESSMENT REPORT

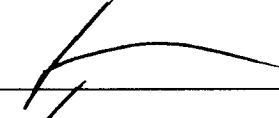
- 2. If the assessment tools were not effective, describe the changes that will be made for future assessments.
- 3. Which outcomes from the master syllabus have been addressed in this report?


All X Selected _____



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

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

Submitted by:

Print: Carrie Krantz Signature  Date: 10/24/12
Faculty/Preparer

Print: Carrie Krantz Signature  Date: 10/24/12
Department Chair

Print:  Signature  Date: **OCT 24 2012**
Dean/Administrator



COURSE ASSESSMENT REPORT

I. Background Information

1. Course assessed:
 Course Discipline Code and Number: ENG 226
 Course Title: Composition II
 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.
 The CAAP exam is a nationally standardized exam used to assess writing skills. Any changes to the exam would have been made by the testing service, not by the English department.

5. Indicate the number of students assessed/total number of students enrolled in the course.
 414

6. Describe how students were selected for the assessment.
 Random sample as selected by the Assessment and Accreditation office.

II. Results

1. Briefly describe the changes that were implemented in the course as a result of the previous assessment.
 Instituted mandated in-class writing assessments.

2. State each outcome (verbatim) from the master syllabus for the course that was assessed.
 The majority of students will score within 5% of the national mean (or better) on CAAP.

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.***
 The majority of WCC students in the ENG 226 CAAP sample scored at or above the national mean in written proficiency.

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 for success was for a majority of the students to score within 5% of the national mean.

5. Describe the areas of strength and weakness in students' achievement of the learning outcomes shown in assessment results.
 Strengths: Students scored at or above the national mean.

Weaknesses: None

COURSE ASSESSMENT REPORT

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.

No changes necessary.

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. [] 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?

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 students were successful at achieving the learning objectives.

2. If the assessment tools were not effective, describe the changes that will be made for future assessments.
No changes indicated

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: The next full review will occur when the college administers the CAAP exam.

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

Submitted by:

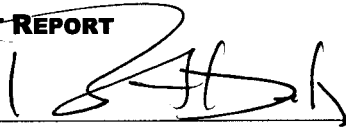
Name: Carrie Krantz Date: 9/30/08
Print/Signature

Department Chair: Carrie Krantz Date: 9/30/08

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

COURSE ASSESSMENT REPORT

Print/Signature



Dean:

Print/Signature

Date: OCT 02 2008