

Course Assessment Report
Washtenaw Community College

Discipline	Course Number	Title
English	091	ENG 091 06/05/2018- Writing Fundamentals II
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 college-level writing skills when asked to write at least a five-paragraph essay 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: 091 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 blind-score the essays.
 - Standard of success to be used for this assessment: Eighty-five percent of the students assessed will have been appropriately placed at college-level status.
 - 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
138	110

- 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 110 samples collected from the enrolled students. Students had withdrawn or were absent when the test was given. Department calculations show that 127 students were enrolled in the course when the data was collected.

- 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 directions to administer the in-class writing assignment.

- 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.

- 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>No</u>			
Chart 1			
	Number of Samples	Ready for 111 (091)	Not Ready for 111 (091)
091	110	79%	21%
<p>Those students who took the ENG 091 exit test fell short of the 85 percent success rate that has been set by the English department. During the 2014 assessment project, 84 percent of the students were deemed “Ready for 111,” which was lower than the 2011 assessment project by 5 percentage points. Therefore, since 2011, there has been a 10 percent drop in the success rate, happening as enrollment has also decreased considerably: 416 students were enrolled in ENG 090/091 in winter 2014, compared to 282 in winter 2018. Having fewer students enrolled may be part of the reason for the change in success rates. This and issues related to quality of writing and the writing process will be discussed with instructors teaching this course.</p>			

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 an overall 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.

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 23 samples failing to meet the satisfactory level for 091, the errors that were common were lack of identifiable thesis, lack of topic sentences and paragraph development, lack of appropriate paragraph structure/format and identifiable conclusion, issues with fluency (grammar, spelling, and mechanics). In the 2014 assessment project, even those who failed did complete prewriting or a draft. In the most recent assessment, only 40 percent completed prewriting and 5 percent completed drafting. Completing prewriting and/or drafting will continue to be stressed in the department standards. Some of these students were able to produce enough work, but the essays did not meet the standards set by the department to pass 091 in preparation for college-level writing.

Of the 23 failing samples, 5 earned an A/A- in 091, 13 earned a B+/B/B- in 091, 3 earned a C+/C in 091, and 2 earned a C- or below in 091. Seventeen of the students with failing essays had taken at least one developmental writing course (ENG 050, 051, 090) before, and at least 4 samples were from students connected with Learning Support Services or had taken English as a Second Language courses. All instructors teaching ENG 090/091 will be included in discussions around grade inflation, equitable grading practices, and making sure students can produce quality work both in class and out of class.

Of the 23 failing samples, 3 samples did not answer the prompt or did not complete the essay. These samples were not included in the breakdown available on the attachment to this plan as they did not meet the minimum standards.

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

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
Course Materials (e.g. textbooks, handouts, on-line ancillaries)	As a department, we have regular meetings with full and part-time instructors. These meetings will be used to discuss pedagogy and equitable grading practices.	These meetings will ensure that all faculty have a clear understanding of the course work to be taught and the expectations for students. Departmentally-designed grading rubrics will help guide all instructors and allow for consistency across the sections.	2018

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

5.

III. Attached Files

[Assessment report for ENG 091](#)

Faculty/Preparer: Julie Kissel **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:** 10/16/2018

**Course Assessment Report
Washtenaw Community College**

Discipline	Course Number	Title
English	091	ENG 091 06/02/2014- Writing Fundamentals II
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 "C" level competency on minimum college-level entrance writing when asked to write at least a five-paragraph essay 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 2010
 - Course section(s)/other population: 091 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 college-level courses (ie ENG111) or not ready for college level courses.
 - Standard of success to be used for this assessment: Eighty-five percent of the students assessed will have been appropriately placed at college-level status.
 - 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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184

158

- 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.

20 of the 21 sections submitted samples for this assessment project. One instructor failed to make time to use the prompt and did not submit samples.

- 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 were asked to sample students in attendance on the day the test was given. All classes were face-to-face.

- 5. 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 13th week of class. The 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

Chart 1

	Number of Samples	Ready for 111 (091)	Not Ready for 111 (091)
Total Samples	248		
091	158	84%	16%

Those students attending are meeting the criteria for success near or above 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.

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

- 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 college success rate of 65 percent or higher, minus the faculty withdrawals. 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.

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 (091)

For the 25 samples failing to meet the satisfactory level for 091, the errors that were common were lack of identifiable thesis, lack of topic sentences and paragraph development, lack of appropriate paragraph structure/format and identifiable conclusion, issues with fluency (grammar, spelling, and mechanics). Some of these students were able to produce enough work, but the essays did not meet the standards set by the department to pass 091 in preparation for college-level writing.

Of the 25 failing samples, 5 earned an A in 091, 9 earned a B in 091, 3 earned a C in 091, and 8 earned a C- or below in 091. Of those essays in the A range, 2 of 5 failing samples were from students who had taken ESL coursework. For these students, the basic essay structure was followed, but there remained issues of clarity, vocabulary usage, and fluency. Two failing samples from those in the B range were because the students failed to respond to the prompt provided. For most of the failing student samples, the students had taken a number of developmental writing courses, not just a single semester.

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 the English department. The full-time faculty will also review the master syllabi after the assessment process is complete.

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

[091 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: *Writing Fundamentals II*
 Course Discipline Code and Number: **ENG 091**
 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 091
Demonstrate "C" level competency on minimum college-level entrance writing when asked to write at least a five-paragraph essay 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

- 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 091

91 percent of the samples were satisfactory. Twenty-four of the 257 samples collected failed to meet the satisfactory level. See the 091 Assessment Data Report - Winter 2010 (attached).

- 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

- 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 (91%) 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 needed for college-level courses. The attached report notes the failings.

III. Changes influenced by assessment results

- 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.

- 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:

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: <u>Julie Kissel</u> Faculty/Preparer	Signature: <u></u>	Date: <u>11-22-11</u>
Print: <u>Carrie Krantz</u> Department Chair	Signature: <u></u>	Date: <u>11/23/11</u>
Print: <u>Bill Abernethy</u> Dean/Administrator	Signature: <u></u>	Date: <u>NOV 23 2011</u>

COURSE ASSESSMENT REPORT

I. Background Information

1. Course assessed:
 Course Discipline Code and Number: ENG091
 Course Title: Writing Fundamentals 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.
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

*ENG091
 252 Enrolled (231 received a grade – 21 received FW/W)
 192 samples collected (83% of students receiving grade)*

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

- 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.
- State each outcome (verbatim) from the master syllabus for the course that was assessed.

ENG091

SC

COURSE ASSESSMENT REPORT

Demonstrate "C" level competency on minimum college-level entrance writing when asked to write at least five-paragraph essay 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.**

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. 1st Day Handouts

Change/rationale:

- e. Course assignments

Change/rationale:

- f. Course materials (check all that apply)

Textbook

Handouts

Other:

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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 Print/Signature		Date: <u>6/21/07</u>
Department Chair: Print/Signature	<u>Carrie Krantz Fischer</u> 	Date: <u>6/21/07</u>
Dean: Print/Signature	<u>J. H. ch</u>	Date: <u>JUN 26 2007</u>

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