

**Course Assessment Report
Washtenaw Community College**

Discipline	Course Number	Title
English	111	ENG 111 06/20/2022-Composition I
College	Division	Department
Humanities, Social and Behavioral Sciences	Humanities, Social and Behavioral Sciences	English & College Readiness
Faculty Preparer		Ernest Querijero
Date of Last Filed Assessment Report		05/03/2017

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

This course was last assessed in the fall of 2016.

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

Of the 51 samples from 2016, at least 80% of the essays met the criteria for success for the eight criteria identified:

Clear thesis: 88%
 Well-developed and organized body paragraphs: 80%
 Effective sentence variety and syntactical structures: 82%
 Logical conclusion: 90%
 Correct grammatical conventions: 80% Correct spelling and usage: 86%
 At least 750 words: 88%
 Overall assessment: 86%

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

Our last action plan had a deliberate focus on idea development and support, both in the classroom activities as well as in the Writing Center Manual. Since the last report, revisions have been made to the design and order of some Writing Center Manual assignments. This work was done periodically over the Spring/Summer semesters. In addition, in-service sessions with part-time instructors focused on ways to help students further develop their writing.

To add, the creation and placement of students into English 111S, the support course for ENG 111, offers targeted support in these areas of need.

II. Assessment Results per Student Learning Outcome

Outcome 1: Write an academic essay that incorporates research and documentation.

- Assessment Plan
 - Assessment Tool: Capstone essay
 - Assessment Date: Fall 2019
 - Course section(s)/other population: Random sections from all students
 - Number students to be assessed: 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 73% or better
 - 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)
	2022	

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

# of students enrolled	# of students assessed
1051	51

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 used random sampling of all sections, including FTF, Virtual, DL, and Mixed Mode, and late starting sections. We assessed fewer than 100 essays (51 total) due to the limitations on the number of faculty who could be credited for contractual assessment work.

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.

The capstone essays were collected from 18 separate Blackboard sites across the modes; in-person, FTF, DL, Virtual classes, mixed mode, and late-starting sections. The sample set also included samples from a section with a 7:30 am start time and a section with a 7:55 p.m. end time. No samples from extension center sites were included because there were no classes held at extension centers. The sample set pulled from both full-time and part-time instructors. The selection of samples was collected to mimic our enrollment distribution.

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

A departmentally-developed rubric was used to assess the essays. The essays were read and evaluated on ten criteria by two full-time instructors who teach ENG 111.

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

In the overall assessment of the essay (rubric point #10), 82.35% of students (42/51) demonstrated that they achieved this learning outcome, which exceeds the 70% standard of success set in our assessment plan.

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

Based on our analysis of student performance, the greatest area of strength is in rubric point 4: "Does the essay contain a logical concluding paragraph based on the information contained within the body of the essay?" 96 % of samples assessed demonstrated competency.

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.

Based on our analysis of student performance, the areas in which student achievement of this learning outcome could be improved are highlighted in rubric points 8 and 9, which relate to MLA documentation of a "Works Cited" page and the integration of sources, either in-text or parenthetical, in writing essay that required research.

Outcome 2: Critically assess appropriateness of sources for inclusion in research-based writing.

- Assessment Plan
 - Assessment Tool: Capstone essay
 - Assessment Date: Fall 2019
 - Course section(s)/other population: Random sections from all students
 - Number students to be assessed: 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 73% or better
 - 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)
	2022	

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

# of students enrolled	# of students assessed
1051	51

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 used random sampling of all sections to include in-person, DL, Mixed Mode, virtual, and late-starting sections. We assessed fewer than 100 essays (51 total) due to the limitations on the number of faculty who could be credited for contractual assessment work.

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.

The capstone essays were collected from 18 separate Blackboard sites across the modes; in-person, FTF, DL, Virtual classes, mixed mode, and late-starting sections. The sample set also included samples from a section with a 7:30 am start time and a section with a 7:55 p.m. end time. No samples from extension center sites were included because there were no classes held at extension centers. The sample set pulled from both full-time and part-time instructors. The selection of samples was collected to mimic our enrollment distribution.

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

A departmentally-developed rubric was used to assess the essays. The essays were read and evaluated on ten criteria by two full-time instructors who teach ENG 111.

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

In the overall assessment of the essay (rubric point #10), 82.35% of students (42/51) demonstrated that they achieved this learning outcome, which exceeds the 70% standard of success set in our assessment plan.

To note, 70.59% of students demonstrated competency on rubric point 7 (Does the Works Cited page/References page conform to MLA/APA standards?), and 66.67% of students demonstrated competency on rubric point #8 (Do in-text citations conform to MLA/APA standards?).

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

Based on our analysis of student performance, the greatest area of strength is in rubric point 4: "Does the essay contain a logical concluding paragraph based on the information contained within the body of the essay?" 96% of samples (49/51) assessed demonstrated competency.

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.

Based on your analysis of student performance, the areas in which student achievement of this learning outcome could be improved are highlighted in rubric points 8 and 9, which relate to MLA documentation of a "Works Cited" page and the integration of sources, either in-text or parenthetical, in writing essay that require research.

Outcome 3: Demonstrate critical thinking through logical reasoning in academic essays.

- Assessment Plan

- Assessment Tool: Capstone essay
- Assessment Date: Fall 2019
- Course section(s)/other population: Random sections from all students
- Number students to be assessed: 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 73% or better
- 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)
	2022	

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

# of students enrolled	# of students assessed
1051	51

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 used random sampling of all sections to include in-person, DL, Mixed Mode, virtual, and late-starting sections. We assessed fewer than 100 essays (51 total) due to the limitations on the number of faculty who could be credited for contractual assessment work.

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.

The capstone essays were collected from 18 separate Blackboard sites across the modes; in-person, FTF, DL, Virtual classes, mixed mode, and late-starting sections. The sample set also included samples from a section with a 7:30 am start time and a section with a 7:55 p.m. end time. No samples from extension center sites were included because there were no classes held at extension centers. The sample set pulled from both full-time and part-time instructors. The selection of samples was collected to mimic our enrollment distribution.

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

A departmentally-developed rubric was used to assess the essays. The essays were read and evaluated on ten criteria by two full-time instructors who teach ENG 111.

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

In the overall assessment of the essay (rubric point #10), 82.35% of students (42/51) demonstrated that they achieved this learning outcome, which exceeds the 70% standard of success set in our assessment plan.

To note, 70.59% of students demonstrated competency on rubric point 7 (Does the Works Cited page/References page conform to MLA/APA standards?), and 66.67% of students demonstrated competency on rubric point #8 (Do in-text citations conform to MLA/APA standards?).

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

Based on our analysis of student performance, the greatest area of strength for this outcome is shown in in rubric points 3, 4, and 10, all of which showed a student success rate of over 90%.

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.

Based on our analysis of student performance, the areas in which student achievement of this learning outcome could be improved are highlighted in rubric point 2; Does the essay consist of a series of well-organized, fully-developed body paragraphs (minimum of four) that adequately address the essay's thesis? 80.39% of samples demonstrated competency, which was the lowest success rate other than the rubric points 8 and 9 that specifically assessed MLA documentation and formatting.

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.

The previous report had no intended changes to the course; the only change was to modify the assessment rubric.

- 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 overall impression of the course is best summed up by the overall assessment of the essay (rubric point #10); 82.35% of students demonstrated that they achieved this learning outcome, which exceeds the 70% standard of success set in our assessment plan.

The most surprising outcome is that students were very successful (97.06%) at writing "a logical conclusion based on the information provided throughout the essay," despite being less successful (86.27%) at writing an introduction that presents the topic and contains a clear thesis. It speaks to a need for deliberate focus on providing more instruction around introductory strategies and thesis development/construction.

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

This information will be shared with full-time instructors at the next department meeting as well as by sending them copies of this report. Part-time instructors will receive this information and professional development during the Fall 2022 department in-service meeting for part-time instructors.

- 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?

Yes. Please note that Carrie Krantz, our Department Chair, was also a faculty preparer of this assessment report.

III. Attached Files

[English 111 Assessment data table](#)

Faculty/Preparer: Ernest Querijero **Date:** 06/22/2022
Department Chair: Carrie Krantz **Date:** 07/12/2022
Dean: Scott Britten **Date:** 07/21/2022
Assessment Committee Chair: Shawn Deron **Date:** 02/17/2023

Course Assessment Report
Washtenaw Community College

Discipline	Course Number	Title
English	111	ENG 111 03/13/2017-Composition I
Division	Department	Faculty Preparer
Humanities, Social and Behavioral Sciences	English/Writing	Carrie Krantz
Date of Last Filed Assessment Report		

I. Assessment Results per Student Learning Outcome

Outcome 1: Write an academic essay that incorporates research and documentation.

- Assessment Plan
 - Assessment Tool: Capstone essay
 - Assessment Date: Fall 2016
 - Course section(s)/other population: random sections
 - Number students to be assessed: at least 100
 - How the assessment will be scored: Departmentally-developed rubric
 - Standard of success to be used for this assessment: 70% of the students will score "C" level or better.
 - 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)
2016		

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

# of students enrolled	# of students assessed
1511	51

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.

Used random sampling of all sections, including DL, Mixed mode, and off-campus.

Assessed fewer than 100 essays due to the limitations by the IVPI placed on the number of faculty who could be credited for contractual assessment work.

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.

The capstone essay was collected in the Writing Center for on-campus classes, online and mixed mode instructors submitted capstone essays from their sections, and off-campus instructors submitted capstone essays from their sections.

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

A departmentally developed rubric was used to assess the essays. The essays were read and evaluated on eight criteria by two full-time instructors who teach ENG 111.

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

In the eight areas assessed, at least 80% of the essays met the criteria for success.

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

Based on the eight criteria used for assessment, students demonstrated C or better skills in the following areas:

Clear thesis: 88%

Well-developed and organized body paragraphs: 80%

Effective sentence variety and syntactical structures: 82%

Logical conclusion: 90%

Correct grammatical conventions: 80%

Correct spelling and usage: 86%

At least 750 words: 88%

Overall assessment: 86%

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.

There are two areas that we need to address: grammar conventions and clear thesis statements. This can be addressed with instructors during our inservice training. We will also review the thesis statement unit in the Writing Center Manual for ENG 111 and strengthen that unit with more examples.

The department also needs to revise the scoring rubric. The outcome is the formal, academic essay that incorporates research and documentation, but the rubric does not address this specifically. We need to revise the rubric to reflect this instead of assuming that well-developed and organized paragraphs also means correct use of either MLA or APA documentation.

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 most surprising outcome was that students were very successful (90%) at writing "a logical conclusion based on the information provided throughout the essay," but they were less successful (80%) at writing well-organized, fully developed paragraphs that follow/answer thesis statement. It speaks to a need for deliberate focus on idea development and support, both in the classroom activities as well as in the Writing Center Manual. An inservice session will address this for classroom activities, and a revision to the Writing Center Manual will address the Writing Center component.

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

This information will be shared with full-time instructors at a department meeting as well as by sending them copies of this report. Part-time instructors will receive this information and professional development during the Fall 2017 department inservice meeting for part-time instructors.

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

Faculty/Preparer: Carrie Krantz **Date:** 03/14/2017
Department Chair: Carrie Krantz **Date:** 03/14/2017
Dean: Kristin Good **Date:** 03/15/2017
Assessment Committee Chair: Ruth Walsh **Date:** 04/19/2017

**Course Assessment Report
Washtenaw Community College**

Discipline	Course Number	Title
English	111	ENG 111 02/24/2014-Composition I
Division	Department	Faculty Preparer
Humanities, Social and Behavioral Sciences	English/Writing	Carrie Krantz
Date of Last Filed Assessment Report		

I. Assessment Results per Student Learning Outcome

Outcome 1: Demonstrate "C" level competency on in-class writing of an academic essay that is written independently, under the observation of the instructor, and without the benefit of electronic or other means of tutorial intervention.

- Assessment Plan
 - Assessment Tool: In-class capstone essay evaluated with department rubric
 - Assessment Date: Fall 2011
 - Course section(s)/other population: random sections
 - Number students to be assessed: at least 100
 - 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)
2013		

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

# of students enrolled	# of students assessed
1505	249

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.

Sampling

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 used a random sampling of the capstone essay from the Writing Center manual, assignment 10. Students from face-to-face, MM, and DL sections were included in the assessment.

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

The department used a ten item rubric that we developed for the assessment. The most critical item on the rubric, was item 10, the overall assessment of the essay. The essays were scored either C or above competency or C- or below competency. Each essay was read by two full-time instructors. If there was a disagreement in the overall evaluation, the department chair gave the essay a third reading, thus giving a final evaluation.

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

Of the 249 essays assessed, 216 passed at a C level or better, 31 scored at C- or below, and 2 essays were plagiarized. For the purposes of the assessment, the two plagiarized essays scored C- or below.

In summary, 87% passed at a C level or better, and 13% scored C-or below. This score is well above the standard for success, which is 70% will score C level or better.

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

In achieving a C level or above, students were able to demonstrate competence in writing an essay that used MLA or APA documentation. The results showed that students were able to do the following well: present a clear introduction with thesis; provide a series of well-organized, fully developed paragraphs (minimum of 5 sentence per paragraph); employ a variety of sentence styles and syntactical structures; close with a logical conclusion based on the information provided throughout the essay; correctly use established grammatical, spelling, and usage conventions.

- 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.

The department will continue to teach formal essay writing that incorporates research and documentation in ENG 111. In addition, we will provide engaging and relevant topics for the students to choose from for their essays, including topics that relate to sustainability, which is a college-wide initiative.

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 111 is effectively meeting student needs to be able to write an academic essay that incorporates research and documentation. The process brought to light a problem with our outcome language because of the nature of DL classes. We can't be sure in a DL environment that the student who submits the work is actually the student who completed it. We will revise the master syllabus to reflect this.

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

This information and action plan will be shared with the full-time faculty at our next department meeting.

- Intended Change(s)

Intended Change	Description of the change	Rationale	Implementation Date
Outcome Language	We will revise the master syllabus language.	We can't physically observe students who are in a DL section of English 111 during the writing of the essay.	2014

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

III. Attached Files

[ENG 111 rubric](#)
[Assessment results table](#)

Faculty/Preparer: Carrie Krantz **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 111
 Course Title: Composition I
 Division/Department Codes: HSS/ENG

2. Semester assessment was conducted (check one):
 Fall 2008
 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): Essay
 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

5. Indicate the number of students assessed/total number of students enrolled in the course.
 250 Assessed
 1550 Enrolled

6. Describe how students were selected for the assessment.
 Every 6th essay was selected from the essays collected

II. Results

1. Briefly describe the changes that were implemented in the course as a result of the previous assessment.
 Increased in-class writing assignments.
 Student demonstration of "C" or better proficiency on in-class essays in order to receive a passing, transferable grade in ENG 111.

2. List each outcome that was assessed for this report exactly as it is stated on the course master syllabus.
 Demonstrate "C" level competency on in-class writing of an academic essay that is written independently, under the observation of the instructor, and 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.*
 250 student essays were assessed
 182 passed with a C or better
 68 failed to reach the C level

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.*
 Department standard is 75% success rate of C or better.
 In this assessment, 73% of the students achieved a C or better

COURSE ASSESSMENT REPORT

5. Describe the areas of strength and weakness in students' achievement of the learning outcomes shown in assessment results.
- Strengths: The essays that were passing with a C or better were good examples of effective composition skills.
- Weaknesses: We didn't meet the 75% standard. The essays that did not meet the standard were typically weak in development.

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.
- The department will develop standardized instructions for the writing assignment that will be used in all sections of ENG 111.
- The department will increase part-time instructor training and mentoring.
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: Uniform assignment instructions for all sections for the capstone essay.
Increased mentoring for part-time instructors.
 - g. Instructional methods
Change/rationale:
 - h. Individual lessons & activities
Change/rationale:
3. What is the timeline for implementing these actions? The changes will be ready for Fall 2009.

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 tool was moderately successful. If the assessment tools were not effective, describe the changes that will be made for future assessments.
- We learned that we need to have consistent, standardized assignment instructions for the capstone essay to ensure that students are writing to meet a uniform standard.
3. Which outcomes from the master syllabus have been addressed in this report?
All X Selected _____

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

Approved by the Assessment Committee 11/08

COURSE ASSESSMENT REPORT

If "All", provide the report date for the next full review: Conduct assessment in Fall 2011; report completed early 2012.

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

Submitted by:

Print: Carrie Krantz Signature _____ Date: 2/10/09
Faculty/Preparer

Print: Carrie Krantz Signature _____ Date: 2/10/09
Department Chair

Print: _____ Signature _____ Date: FEB 10 2009
Dean/Administrator

logged 2/10/09 sjv
Approved by the Assessment Committee 11//08

COURSE ASSESSMENT REPORT

I. Background Information

1. Course assessed:
 Course Discipline Code and Number: ENG 111
 Course Title: Composition I
 Division/Department Codes: Humanities/Social Science

2. Semester assessment was conducted (check one):
 Fall 20__
 Winter 2005
 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): In-class essay
 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 alteration.

5. Indicate the number of students assessed/total number of students enrolled in the course.
 91 students assessed. 1,200 students enrolled in the course.

6. Describe how students were selected for the assessment.
 Randomly selected ENG 111 sections.

II. Results

1. Briefly describe the changes that were implemented in the course as a result of the previous assessment.
 Continuation of department-wide policy: Student demonstration of "C" or better proficiency on an in-class essay in order to receive a passing, transferable grade in ENG 111.

2. State each outcome (verbatim) from the master syllabus for the course that was assessed.
 "Demonstrate 'C' level competency on an in-class writing of an academic essay that is written independently, under the observation of the instructor, and 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.*
 81.3% of students assessed demonstrated "C" level or better proficiency on an in-class essay. 18.7% of students assessed did not demonstrate this 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 of success was "C" level or better competency. 81.3% of students achieved this.

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

COURSE ASSESSMENT REPORT

Strengths: Ability to write an effective essay.

Weaknesses: Inability to write an effective essay.

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.
More in-class writing assignments during the semester. This has been implemented department-wide.

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: Include department's in-class writing competency requirement in 1st-day handouts.

e. Course assignments
Change/rationale: More in-class writing assignments.

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? It has begun already.

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.

Very effective assessment. ENG 111 is a course in essay writing. Our assessment assesses students' ability to write essays.

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: 2008 _____.

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

Submitted by:

Name: Tom Zimmerman / Thomas Zimmerman Date: 11/16/06
Print/Signature

COURSE ASSESSMENT REPORT

Department Chair:
Print/Signature

Carrie Krentz Fischer

Date: 11/16/06

Dean:
Print/Signature

C. S. B. B.

Date: NOV 17 2006