

**Course Assessment Report
Washtenaw Community College**

Discipline	Course Number	Title
English	208	ENG 208 08/14/2021- Technical Writing II
College	Division	Department
Humanities, Social and Behavioral Sciences	Humanities, Social and Behavioral Sciences	English & College Readiness
Faculty Preparer		Lisa Veasey
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

Years ago, when we were establishing our course assessment model, we were encouraged to assess courses one outcome at a time. When this course was last assessed (2007), Outcome 1 (Project Planning and Scheduling) was the focus.

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

These results were identified in the report:

Strengths: The overall score for this portion [[project plan/schedule]] of the portfolio was 2.41/3 or 80%. Students scored best when defining the purpose of their projects, developing a research strategy, analyzing their audience, defining the document type, and preparing a document outline.

Weaknesses: Though the average score was 2.41/3.0, when breaking the score down by student, only 57% of students scored 2.0 or above. Students struggled with determining the project scope, projecting the hours required to complete the project, preparing a detailed milestone schedule, and preparing a thorough wrap-up report.

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

From the report:

The weaknesses found might be linked to little prior exposure to defining project scope, estimating hours, preparing detailed schedules and writing wrap-up reports. Two ways to improve student performance in this area are

1) to require students to write more detailed project plans in ENG 107, the pre-requisite course.

2) to provide students with more practice in preparing the aforementioned documents before they create detailed plans for their own projects. This practice might be achieved through modification of existing documents, review and analysis of model documents, and exploration of case studies.

II. Assessment Results per Student Learning Outcome

Outcome 1: Manage projects effectively.

- Assessment Plan
 - Assessment Tool: Final Portfolio (online)
 - Assessment Date: Fall 2014
 - Course section(s)/other population: All sections
 - Number students to be assessed: All students enrolled
 - How the assessment will be scored: Scoring Rubric
 - Standard of success to be used for this assessment: 75% of students will have an average score of 2 of 3 or better.
 - Who will score and analyze the data: ENG 208 Instructor (data may be reviewed by another FT member of the ENG department)

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)
	2020, 2021, 2019	

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

# of students enrolled	# of students assessed
22	14

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.

Students who withdrew from the course are not included in this assessment. (Note: Sixty-two percent of the students (5/8) who withdrew from the course (over three semesters) did so during the Winter 2020 semester. The pandemic might have been a contributing factor.

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 students in the sections listed above were assessed (excluding those who withdrew).

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

For each outcome, I used the Goals Tool and associated reports in Blackboard to collect assessment data and then compared the BB data to manual calculations. The process is outlined below.

- First, I requested that the Student Learning Outcomes for ENG 208 be added to the Goals List in Blackboard.
- Next I aligned each outcome/goal with the final version of each assignment being assessed. (The assessment plan on the master syllabus identifies the portfolio as the assessment tool, but it made more sense to use the final assignment submissions that make up the portfolio to get the most relevant and accurate data.)
- Then I ran two reports in Blackboard: The Course Performance Report and the Goal Performance Report for each student.
 - The Course Performance Report shows the course performance overview for all outcomes/goals added to the course. This includes the performance range, mean, median, mode, and standard deviation. It also shows an overview by student (for all goals) and a breakdown by outcome/goal. (See attached data.)
 - The Goal Performance Report, which is generated for each student individually, shows the score for each assignment that is associated a student learning outcome. The student performance levels in Blackboard are as follows: Distinguished (90-100%), Proficient (75-89%), Foundational (55-74%), and Needs Improvement (0-54%). (See attached data.)

- Next, I captured the information from the Blackboard reports that would be most useful, relevant, and aligned with our assessment process.
- Finally, for purposes of comparison, I manually converted each student's points earned into percentages for assessed work and used that data to calculate averages for each outcome (organized by section). (See attached data.)

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

Standard of Success from Master Syllabus: Seventy-five percent of students will earn a score of 67% or higher on this assessment. The standard of success was met for this outcome: 100% of students earned a score of 67% or higher on this assessment.

Closer Look: Though the standard of success was met for this outcome, I decided to examine work that received a score of 79% or less. In this case, I explored the student's ability to meet the deadline, write meaningful user analysis results, and complete a project schedule. I will continue to emphasize the importance of these plan sections and provide feedback in the preliminary draft of the project plan and schedule.

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

Students often have difficulty planning and scheduling their projects. To help ensure success in this area, I have provided templates, examples, and videos. These resources have helped considerably. I was pleased to see improvements across all three sections.

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.

Occasionally, some students have difficulty writing meaningful user analysis results and completing a project schedule with sufficient detail. I will meet with those students to offer one-on-one support when needed.

Outcome 2: Employ basic document design principles to create an effective page layout and design.

- Assessment Plan

- Assessment Tool: Final Portfolio (online)
- Assessment Date: Fall 2014
- Course section(s)/other population: All sections
- Number students to be assessed: All students enrolled
- How the assessment will be scored: Scoring Rubric
- Standard of success to be used for this assessment: 75% of students will have an average score of 2 of 3 or better.
- Who will score and analyze the data: ENG 208 Instructor (data may be reviewed by another FT member of the ENG department)

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)
	2021, 2020, 2019	

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

# of students enrolled	# of students assessed
22	14

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.

Students who withdrew from the course are not included in this assessment. (Note: Sixty-two percent of the students (5/8) who withdrew from the course (over three semesters) did so during the Winter 2020 semester. The pandemic might have been a contributing factor.

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 students in the sections listed above were assessed (excluding those who withdrew).

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

For each outcome, I used the Goals Tool and associated reports in Blackboard to collect assessment data and then compared the BB data to manual calculations. The process is outlined below.

- First, I requested that the Student Learning Outcomes for ENG 208 be added to the Goals List in Blackboard.
- Next I aligned each outcome/goal with the final version of each assignment being assessed. (The assessment plan on the master syllabus identifies the portfolio as the assessment tool, but it made more sense to use the final assignment submissions that make up the portfolio to get the most relevant and accurate data.)
- Then I ran two reports in Blackboard: The Course Performance Report and the Goal Performance Report for each student.
 - The Course Performance Report shows the course performance overview for all outcomes/goals added to the course. This includes the performance range, mean, median, mode, and standard deviation. It also shows an overview by student (for all goals) and a breakdown by outcome/goal. (See attached data.)
 - The Goal Performance Report, which is generated for each student individually, shows the score for each assignment that is associated a student learning outcome. The student performance levels in Blackboard are as follows: Distinguished (90-100%), Proficient (75-89%), Foundational (55-74%), and Needs Improvement (0-54%). (See attached data.)
- Next, I captured the information from the BB reports that would be most useful, relevant, and aligned with our assessment process.
- Finally, for purposes of comparison, I manually converted each student's points earned into percentages for assessed work and used that data to calculate averages for each outcome (organized by section). (See attached data.)

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

Standard of Success from Master Syllabus: Seventy-five percent of students will earn a score of 67% or higher on this assessment. The standard of success was met for this outcome: 92.8% of students (13/14) earned a score of 67% or higher on this assessment.

Closer Look: Though the standard of success was met for this outcome, I decided to examine work that received a score of 79% or less. In this case, I explored the student's ability to use MS Word styles effectively. I will continue to encourage students to complete the five-section tutorial I designed to help them master style use.

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

Students performed well on assessment of this outcome. They used proximity, alignment, repetition and contrast well and followed prescribed guidelines for two-sided layout/design.

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.

Occasionally, some students assume they know how to use advanced features in Word, so they skip the Word tutorials that I have prepared for them. I will continue to encourage students to complete the tutorials, and I'll consider offering incentives to ensure that they do so!

Outcome 3: Use a multi-phase process to prepare a technical document that is clearly written, user-centered, and accurate.

- Assessment Plan
 - Assessment Tool: Final Portfolio (online)
 - Assessment Date: Fall 2014
 - Course section(s)/other population: All sections
 - Number students to be assessed: All students enrolled
 - How the assessment will be scored: Scoring rubric
 - Standard of success to be used for this assessment: 75% of students will have an average score of 2 of 3 or better.
 - Who will score and analyze the data: ENG 208 Instructor (data may be reviewed by another FT member of the ENG department)

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)
	2020, 2019, 2021	

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

# of students enrolled	# of students assessed
22	14

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.

Students who withdrew from the course are not included in this assessment. (Note: Sixty-two percent of the students (5/8) who withdrew from the course (over three semesters) did so during the Winter 2020 semester. The pandemic might have been a contributing factor.

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 students in the sections listed above were assessed (excluding those who withdrew).

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

For each outcome, I used the Goals Tool and associated reports in Blackboard to collect assessment data and then compared the BB data to manual calculations. The process is outlined below.

- First, I requested that the Student Learning Outcomes for ENG 208 be added to the Goals List in Blackboard.
- Next I aligned each outcome/goal with the final version of each assignment being assessed. (The assessment plan on the master syllabus identifies the portfolio as the assessment tool, but it made more sense to use the final assignment submissions that make up the portfolio to get the most relevant and accurate data.)
- Then I ran two reports in Blackboard: The Course Performance Report and the Goal Performance Report for each student.
 - The Course Performance Report shows the course performance overview for all outcomes/goals added to the course. This includes the performance range, mean, median, mode, and standard deviation. It also shows an overview by student (for all goals) and a breakdown by outcome/goal. (See attached data.)

- The Goal Performance Report, which is generated for each student individually, shows the score for each assignment that is associated a student learning outcome. The student performance levels in Blackboard are as follows: Distinguished (90-100%), Proficient (75-89%), Foundational (55-74%), and Needs Improvement (0-54%). (See attached data.)
- Next, I captured the information from the BB reports that would be most useful, relevant, and aligned with our assessment process.
- Finally, for purposes of comparison, I manually converted each student's points earned into percentages for assessed work and used that data to calculate averages for each outcome (organized by section). (See attached data.)

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

Standard of Success from Master Syllabus: Seventy-five percent of students will earn a score of 67% or higher on this assessment. The standard of success was met for this outcome: 92.8% of students (13/14) earned a score of 67% or higher on this assessment.

Closer Look: Though the standard of success was met for this outcome, I decided to examine work that received a score of 79% or less. In this case, I explored the student's ability to meet deadlines and complete the project in distinct phases, as prescribed.

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

Students, overall, performed very well on the assessment of this outcome. They responded well to feedback in early phases of the project to help ensure their writing was clear, user-focused, and accurate in later phases.

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.

Some students were overwhelmed by the number of "deliverables" in this course and found associated deadlines tight. I will consider reducing the number of deliverables and increasing the time to complete each one.

Outcome 4: Prepare an electronic portfolio.

- Assessment Plan
 - Assessment Tool: Final Portfolio (online)
 - Assessment Date: Fall 2014
 - Course section(s)/other population: All sections
 - Number students to be assessed: All students enrolled
 - How the assessment will be scored: Scoring Rubric
 - Standard of success to be used for this assessment: 75% of students will have an average score of 2 of 3 or better.
 - Who will score and analyze the data: ENG 208 Instructor (data may be reviewed by another FT member of the ENG department)

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)
	2021, 2020, 2019	

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

# of students enrolled	# of students assessed
22	14

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.

Students who withdrew from the course are not included in this assessment. (Note: Sixty-two percent of the students (5/8) who withdrew from the course (over three semesters) did so during the Winter 2020 semester. The pandemic might have been a contributing factor.

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 students in the sections listed above were assessed (excluding those who withdrew).

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

For each outcome, I used the Goals Tool and associated reports in Blackboard to collect assessment data and then compared the BB data to manual calculations. The process is outlined below.

- First, I requested that the Student Learning Outcomes for ENG 208 be added to the Goals List in Blackboard.
- Next I aligned each outcome/goal with the final version of each assignment being assessed. (The assessment plan on the master syllabus identifies the portfolio as the assessment tool, but it made more sense to use the final assignment submissions that make up the portfolio to get the most relevant and accurate data.)
- Then I ran two reports in Blackboard: The Course Performance Report and the Goal Performance Report for each student.
 - The Course Performance Report shows the course performance overview for all outcomes/goals added to the course. This includes the performance range, mean, median, mode, and standard deviation. It also shows an overview by student (for all goals) and a breakdown by outcome/goal. (See attached data.)
 - The Goal Performance Report, which is generated for each student individually, shows the score for each assignment that is associated a student learning outcome. The student performance levels in Blackboard are as follows: Distinguished (90-100%), Proficient (75-89%), Foundational (55-74%), and Needs Improvement (0-54%). (See attached data.)
- Next, I captured the information from the BB reports that would be most useful, relevant, and aligned with our assessment process.
- Finally, for purposes of comparison, I manually converted each student's points earned into percentages for assessed work and used that data to calculate averages for each outcome (organized by section). (See attached data.)

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

Standard of Success from Master Syllabus: Seventy-five percent of students will earn a score of 67% or higher on this assessment. The standard of success was met for this outcome: 92.8% of students (13/14) earned a score of 67% or higher on this assessment.

Closer Look: Though the standard of success was met for this outcome, I decided to examine work that received a score of 79% or less. In this case, I explored the student's challenges with using Google sites to complete the class ePortfolio. I will encourage students to follow the detailed instructions I prepared and have them contact me before the deadline if problems arise.

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

With few exceptions, students are proficient at creating a Google Site to display the assignments from this class. They provide a cover page with a project overview and a page for each major deliverable in the course, as prescribed.

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.

Most issues with the portfolios occur when students skim the preparation instructions. I will encourage students to carefully read and follow the detailed instructions provided.

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 assessment revealed students' challenges and inexperience with project planning. Since that assessment, project planning templates, examples, and videos have been provided to help ensure student success in this area.

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, I was pleased with students' performance in this course. ENG 208 requires students to create deliverables that are longer and more detailed than work they have completed in other college courses. This work is designed to be challenging but not overwhelming. As mentioned previously, I will consider reducing the number of deliverables required and increasing the time to complete each one.

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

I will share this assessment report with my department at an upcoming department meeting.

- 4.

Intended Change(s)

Intended Change	Description of the change	Rationale	Implementation Date
Assessment Tool	Assessment Tools: When I revise the master syllabus, I'll make sure I list the assessment tools that best align with outcomes.	Assessment tools need to change to align with embedded goals/outcomes in Blackboard.	2022
Course Assignments	Consider reducing the number of deliverables required and increasing the time to complete each one.	The schedule is intended to be challenging and deadlines are designed to keep students moving forward with their project. Some students find this overwhelming.	2022
Other: Success Rate	Other Success Rate: The success rate of 67% was based on a rubric (scored 1-3) that I no longer use. I will update the standard to a minimum of 75% of students will score 75% or higher on each outcome.	Current rubrics are complex and don't follow the 1-3 grading scale upon which the 67% success rate was based. Basically, I know better now!	2022

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

6.

III. Attached Files

[ENG 208 Assessment Data](#)

[ENG 208 Course Performance Data](#)

[ENG 208 Goal Performance by Student](#)

Faculty/Preparer: Lisa Veasey **Date:** 08/14/2021

Department Chair: Carrie Krantz **Date:** 08/17/2021

Dean: Scott Britten **Date:** 08/19/2021

Assessment Committee Chair: Shawn Deron **Date:** 10/26/2021

COURSE ASSESSMENT REPORT

I. Background Information

1. Course assessed:
 Course Discipline Code and Number: ENG 208
 Course Title: Technical Writing II
 Division/Department Codes: HSS English/Writing

2. Semester assessment was conducted (check one):
 Fall 2006
 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): Project management portion of portfolio

4. Have these tools been used before?
 Yes
 No

If yes, have the tools been altered since its last administration? If so, briefly describe changes made.

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

7/7

6. Describe how students were selected for the assessment.

All students enrolled in ENG 208 at the end of the semester.

II. Results

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

N/A

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

Outcome 1 of 4: Prepare a comprehensive project plan, project schedule, and wrap-up report for his/her manual.

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 average score for this portion of the portfolio was 2.41/3.0 or 80%. Though this average score is acceptable, the assessment results show that students either performed very well or very poorly on this portion of the portfolio. Please see attached data sheets.

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COURSE ASSESSMENT REPORT

4. For each outcome assessed, indicate the standard of success used, and the percentage of students who achieved that level of success. *Please attach the rubric/scoring guide used for the assessment.*

Seventy percent of students must receive a score of 2 (average) on the portfolio segment being assessed.

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

Strengths: The overall score for this portion of the portfolio was 2.41/3 or 80%. Students scored best when defining the purpose of their projects, developing a research strategy, analyzing their audience, defining the document type, and preparing a document outline. (Please see data sheet 2.)

Weaknesses: Though the average score was 2.41/3.0, when breaking the score down by student, only 57% of students scored 2.0 or above. (Please see data sheet 1). Students struggled with determining the project scope, projecting the hours required to complete the project, preparing a detailed milestone schedule, and preparing a thorough wrap-up report. (Please see data sheet 2.)

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.

One reason students scored better in the areas of project management specified in the "Strengths" section above might be because they had prior exposure to those concepts/documents, and they used that prior knowledge when planning their project.

The weaknesses found might be linked to little prior exposure to defining project scope, estimating hours, preparing detailed schedules and writing wrap-up reports. Two ways to improve student performance in this area are

- 1) to require students to write more detailed project plans in ENG 107, the pre-requisite course.
- 2) to provide students with more practice in preparing the aforementioned documents before they create detailed plans for their own projects. This practice might be achieved through modification of existing documents, review and analysis of model documents, and exploration of case studies.

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: (Please see comments above.)

f. Course materials (check all that apply)
 Textbook
 Handouts
 Other: Case studies and model documents

COURSE ASSESSMENT REPORT

g. Instructional methods
Change/rationale:

h. Individual lessons & activities
Change/rationale: Break down concepts; provide more practice activities.

3. What is the timeline for implementing these actions? By Fall 2007.

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 (evaluating a portion of a portfolio), worked very well, but the scoring criteria need to be clearly defined for each document type. Using Above Average, Average, and Below Average proved to be ineffective.

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

The scoring criteria will be clearly defined.

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

All _____ Selected: Outcome 1 of 4

If "All", provide the report date for the next full review: _____.

If "Selected", provide the report date for remaining outcomes: Outcome 2 will be assessed in Fall 2007; Outcomes 3 and 4 will be assessed in Fall 2008..

Submitted by:

Name: Lisa Veasey [Signature] Date: 1-31-07
Print/Signature

Department Chair: Carrie Krantz Fischer [Signature] Date: 2/1/07
Print/Signature

Dean: [Signature] Date: FEB 13 2007
Print/Signature