Course Assessment Report  
Washtenaw Community College

<table>
<thead>
<tr>
<th>Discipline</th>
<th>Course Number</th>
<th>Title</th>
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<tbody>
<tr>
<td>Academic Skills</td>
<td>108</td>
<td>ACS 108 01/06/2018-Critical Reading and Thinking</td>
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**I. Assessment Results per Student Learning Outcome**

Outcome 1: Employ critical reading strategies using technological tools to analyze complex text and interpret content.

- **Assessment Plan**
  - Assessment Tool: Departmentally-created reflective research capstone project
  - Assessment Date: Winter 2012
  - Course section(s)/other population: Representative sample of 20% of the enrolled students (approximately 50) selected randomly from the students who finish the capstone project.
  - Number students to be assessed: Approximately 50 students
  - How the assessment will be scored: Departmentally-developed rubric
  - Standard of success to be used for this assessment: 75% of students will score 73% or higher on the reflective research capstone project.
  - Who will score and analyze the data: Department faculty will blind-score the reflective research capstone project. The data will be analyzed by the department faculty.

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

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2. Provide assessment sample size data in the table below.
# of students enrolled | # of students assessed
---|---
870 | 634

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.

| To increase the power of the assessment results, all of the students assessed between Fall 2016 and Fall 2017 were included in the analysis rather than a random sample of 20%. Students not included did not attempt the final assessment, and students that withdrew from the term or received an incomplete are not included in this data. Additionally, 2 sections of data from Fall 2016 were lost, due to instructor error. |

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.

| Our assessment plan indicates that we will use a representative sample of 20% of the enrolled students selected randomly from the students who finish the capstone project. |

| To promote more meaningful results, we decided to include more students in the assessment. To that end, we used the data from 37 sections of ACS 108, including 7 blended sections and 4 distance learning sections. |

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

| The reflective research capstone project is a three-part project in which students are asked to: |

| o Compile an annotated bibliography of no less than 10 resources |

| o Create and present a narrated PowerPoint presentation of your findings to your instructor (8-10 slides) |

| o Create a reflective paper (3-5 pages) addressing the following questions: |

| • What are the three ways you’ve grown the most as a student this semester? |

| • What are the three ways you’ve grown the most as a reader this semester? |

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The capstone is a graded component of the course. Individual instructors grade each project using 3 rubrics (1 per project component). (See attached rubrics.) The section instructor is responsible for uploading the scores to the ACS Instructor Resource Site. The assessment report preparer downloaded data for each section from there, compiled it, and proceeded with data analysis.

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.

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<td>For all of the included sections, the percentage of students with a score of 73% or greater was 82.52% (524/635).</td>
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The overall average score on the reflective research capstone project was 86.93%.

- The average score for the reflection portion of the project was 88% (21.19/24).
- The average score for the presentation portion of the project was 85% (25.49/30).
- The average score for the annotated bibliography portion of the project was 87% (18.35/21).

**The standard for success was met.**

For blended sections, the percentage of students with a score of 73% or greater was 87% (77/89).

The overall average score on the reflective research capstone project was 87%.

- The average score for the reflection portion of the project was 88% (21.07/24).
- The average score for the presentation portion of the project was 89% (25.34/30).
- The average score for the annotated bibliography portion of the project was 84% (18.63/21).

**The standard for success was met.**
For the DL sections, the percentage of students with a score of 73% or greater was 82% (45/55).

The overall average score on the reflective research capstone project was 84%.

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**The standard for success was met.**

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

Based on this assessment, the threshold for learning outcome achievement was met. The project instructions and rubric seemed to guide students to effectively achieve the course outcomes across sections and modalities (face-to-face, blended, and online). In addition, the instructions and rubric provide continuity between instructors.

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.

Students met the standard for success for this course. The data reflect that requiring students to present through recording narration (rather than presenting to the class) had a positive effect on the average score for presentations in the face-to-face sections when compared to the previous assessment (85% v. 80%). As no blended or DL courses were offered at the time of the last assessment, no meaningful conclusions can be drawn on how a recorded presentation affected success.

In our last assessment report we also discussed the need for ongoing training for ACS 108 instructors on technology and rubrics. Since this training has been in place, the consistency of data available for analysis has increased (hence the large sample size for this report). We will continue these trainings to work toward even greater consistency in terms of grading and assessment data compilation.

For the future, we have begun investigating whether or not these same outcomes could be measured using a different assessment tool. Rather than the capstone...
project, which is a very intensive project for both students and instructors, we are considering creating a departmental final exam for ACS 108. Using an exam would reduce grading strain at the end of the term and make compiling the data for assessment easier. That said, many of our students are not strong test-takers, which is why we have historically preferred projects with multiple means of demonstrating mastery of course content.

We are also working to create greater alignment between ACS 107 and 108. As a result, we may modify the final assessment of course outcomes to create a smoother experience for students progressing from ACS 107 to ACS 108.

Outcome 2: Develop critical reading and thinking abilities and apply to college level courses and career development.

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We are also working to create greater alignment between ACS 107 and 108. As a result, we may modify the final assessment of course outcomes to create a smoother experience for students progressing from ACS 107 to ACS 108.

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?

This course appears to be meeting the needs of the student. As this was the second assessment of the revised learning outcomes for the course, we were pleased to find that the reflective capstone project is still working well. The changes made after the last assessment cycle (namely, requiring a narrated PowerPoint rather than an in-class presentation), increased the average score on that component of the project. As a result, we are pleased with the results of the change.

While we are pleased with the results of the assessment, we would like to investigate another form of assessment that is less grading intensive. In addition, we would like to continue instructor assessment and technology training, as we believe that has played an important role in building strong department assessment procedures and tools. We hope to also explore how to better align the learning outcomes, course objectives, and assessment tools between ACS 107 and ACS 108.

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

The results of this assessment and the ACS 108 action plan will be shared with the faculty during a Department meeting.

3. Intended Change(s)

<table>
<thead>
<tr>
<th>Intended Change</th>
<th>Description of the change</th>
<th>Rationale</th>
<th>Implementation Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assessment Tool</td>
<td>We will investigate alternative assessment tools and administer them</td>
<td>The existing assessment tool is very thorough and requires extensive</td>
<td>2018</td>
</tr>
</tbody>
</table>
in addition to the existing instrument to look for score alignment. grading. This can be overwhelming for instructors at the end of the semester. We would like to see if there is another instrument that we feel can measure student learning as accurately as our current tool while requiring less instructor time.

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

5.

III. Attached Files

Data
Instructions_Rubrics
Additional Preparation Materials for Final Project

Faculty/Preparer: Jessica Hale  Date: 01/08/2018
Department Chair: Jessica Hale  Date: 01/08/2018
Dean: Kristin Good  Date: 01/09/2018
Assessment Committee Chair: Michelle Garey  Date: 02/26/2018
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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.

Data collected and analyzed for the Winter 2015 semester as follows:

**Total Assessed: 143**

**Section 01**
- Total enrolled: 23
- Total assessed: 13
- Percent assessed: 52%

**Section 02**
- Total enrolled: 24
- Total assessed: 18
- Percent assessed: 75%

**Section 03**
- Total enrolled: 25
- Total assessed: 18
- Percent assessed: 72%

**Section 04**
- Total enrolled: 23
- Total assessed: 18
- Percent assessed: 78%

**Section 05**
- Total enrolled: 23
- Total assessed: 17
Percent assessed: 74%
Section 06
  o Total enrolled: 21
  o Total assessed: 19
  o Percent assessed: 90%

Percent assessed: 79%
Section 07
  o Total enrolled: 24
  o Total assessed: 19
  o Percent assessed: 79%

Percent assessed: 75%
Section 10
  o Total enrolled: 20
  o Total assessed: 15
  o Percent assessed: 75%

Percent assessed: 50%
Section H1
  o Total enrolled: 10
  o Total assessed: 5
  o Percent assessed: 50%

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.

Our assessment plan indicates that we will use a representative sample of 20% of the enrolled students selected randomly from the students who finish the capstone project.

To promote more meaningful results, we decided to include more students in the assessment. To that end, we used the data from 9 sections of ACS 108 in Winter 2015.

The differences in the number of students assessed compared to the number enrolled arises because some students were no longer participating in the course.
5. Describe the process used to assess this outcome. Include a brief description of this tool and how it was scored.

The reflective research capstone project is a three-part project in which students are asked to:

- Compile an annotated bibliography of no less than 10 resources
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The standard for success was met.

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Students met the standard for success for this course, but the data revealed that the presentation was the lowest scoring component of the reflective research project. As a result, we will be implementing a new delivery option for this component of the project and providing technological support for this project component in a computer lab during class time.

Additionally, a rubric and technology training session will be offered for ACS 108 instructors during in-service to increase grading continuity between sections and integration of technology.

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The differences in the number of students assessed compared to the number enrolled arises because some students were no longer participating in the course when the final project is submitted (either formally through withdrawal or informally by attrition or non-submission).

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**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?

   This course appears to be meeting the needs to students. As this was the first assessment of the revised learning outcomes for this course, we were pleased to
find that the reflective research capstone project was an effective alternative to previous assessment tools.

The biggest surprise in the assessment process was the low average score on the presentation component of the project. Further investigation revealed that this low average was not due to poor performance on completed presentations, but rather, from scores of “0”, the result of presentations not submitted.

Analysis of the cases in which students elected not to submit the presentation revealed that often these students received high scores on the other two project components. This suggests that the reasons student elect to not submit the presentation may not be skill based, but rather related to another factor like anxiety about public speaking.

To investigate this hypothesis the reflective capstone project will include the option to create a narrated PowerPoint or Prezi presentation rather than an in-class presentation. If the low scores are due to student anxiety about public speaking, this change should address the issue.

The action plan for this course will include revising the presentation options for the reflective research capstone project.

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

The results of this course assessment and the ACS 108 action plan will be shared with the faculty during in-service as well as posted in the ACS Instructor Resource Site under the Assessment tab.

3. Intended Change(s)

<table>
<thead>
<tr>
<th>Intended Change</th>
<th>Description of the change</th>
<th>Rationale</th>
<th>Implementation Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Other: Alternative Delivery Format</td>
<td>Students will be given the option on the reflective research project to record a narrated presentation rather than present in front of the class. It is hoped that this will increase student participation in this component of the reflective research capstone project and it is believed that anxiety about public speaking may be driving this behavior.</td>
<td>There are a number of students electing not to participate in the presentation portion of the reflective research capstone project.</td>
<td>2015</td>
</tr>
<tr>
<td>Reflective Research</td>
<td>Effective Public Speaking</td>
<td></td>
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<tr>
<td>Capstone Project and increase presentation scores for all students.</td>
<td>is not one of the course objectives for ACS 108, a narrated presentation is a viable alternative that might increase participation and ultimately student success on course learning outcomes.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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

As of Fall 2015, ACS 108 will be a 4 credit course with additional emphasis on the use of technology (see master syllabus).

III. Attached Files

- Final Project Instructions
- Final Project Rubric
- Outcome 1 & 2 Supporting Details

<table>
<thead>
<tr>
<th>Faculty/Preparer:</th>
<th>Jessica Hale</th>
<th>Date: 05/19/2015</th>
</tr>
</thead>
<tbody>
<tr>
<td>Department Chair:</td>
<td>Denise Crudup</td>
<td>Date: 05/20/2015</td>
</tr>
<tr>
<td>Dean:</td>
<td>Dena Blair</td>
<td>Date: 05/21/2015</td>
</tr>
<tr>
<td>Assessment Committee Chair:</td>
<td>Michelle Garey</td>
<td>Date: 06/15/2015</td>
</tr>
</tbody>
</table>
COURSE ASSESSMENT REPORT

I. Background Information

1. Course assessed:
   Course Discipline Code and Number: ACS 108
   Course Title: Problem Analysis & Critical Thinking
   Division/Department Codes: Humanities and Social Sciences

2. Semester assessment was conducted (check one):
   - Fall 20
   - Winter 2011
   - Spring/Summer 20___

3. Assessment tool(s) used: check all that apply.
   - Portfolio
   - Standardized test (pre and post-test with the Whimbey Analytical Skills Index)
   - 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 changes were made.

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

   202 students assessed / 280 enrolled in Fall 2010 (approximately 72%). Pre- and post-WASI scores for 11 of the 12 sections of 108 that ran in fall were compiled (data from 1 section was not properly recorded).

6. Describe how students were selected for the assessment.

   The course level assessment of ACS 108 was carried out at the end of the fall term 2010. Students who did not complete both pre and post-testing were removed from the data (202/248; 81%).

II. Results

1. Briefly describe the changes that were implemented in the course as a result of the previous assessment. None.

2. List each outcome that was assessed for this report exactly as it is stated on the course master syllabus.

   Outcome 1: Improve problem solving abilities that are required for most standardized entrance/certification/application tests as well as IQ tests.

   Assessment Method 1: Pre- and post-test with the Whimbey Analytical Skills Index

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.

   165 (80.1 %) of the students improved by at least 3 points between their pre- and post-WASI test scores.

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 listed as 80% of the students will show an average three (3) point gain on the WASI between the pre- and post-test.

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

Strengths:
The WASI is an easy to grade and objective measurement tool for critical thinking assessment.

Weaknesses:
As the last class in the developmental reading sequence, it is the opinion of the ACS faculty that a different assessment method is needed to ascertain gains specifically in the area of critical reading. Additionally, standardized testing is not a typical method for assessment in college.

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.

This course will be redeveloped for Fall 2011 and a departmentally created assessment tool will be implemented. This assessment tool will assess student’s ability to use summative writing, presentation skills, and reflective writing to demonstrate critical reading and thinking abilities.

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:
This course will be redeveloped to focus more heavily on critical reading skills.

Outcome:
1. Employ critical reading strategies to analyze complex text and improve comprehension.
   i. Assessed using a departmentally-developed rubric for the reflective capstone research Project.
2. Improve critical reading and thinking abilities in preparation for college level courses and career development.
   i. Assessed using a departmentally-developed rubric for the reflective capstone research Project.

b. Objectives/Evaluation on the Master Syllabus

Change/rationale:
Objectives:
1. Apply the use of new strategies for critical reading and thinking skills.
2. Use context clues to define unknown words and demonstrate growth in vocabulary level.
3. Solve a variety of verbal reasoning problems through discussion.
4. Identify main ideas (implied and directly stated) and correctly interpret the facts and paraphrasing.
5. Use inference in critical reading.
6. Identify rhetorical patterns.
7. Analyze textbook passages at the college level.
8. Use cause-effect, reason-consequence, and premise-conclusion reasoning skills.
9. Use critical reading skills to determine bias and propaganda and to distinguish fact from opinion.
10. Solve verbal analogies.
11. Group ideas into general and specific categories; extrapolate this skill by using Venn diagrams.
13. Use deductive and hypothetical reasoning skills. Graphically represent deductions using presentations.

Evaluation Methods:

- Activity or Exercise
**Course Assessment Report**

- Class Attendance, Participation or Work
- Discussion
- Exams/Tests
- Individual or Group Performance, Project or Presentation
- Other
- Portfolio
- Quizzes
- **Additional Evaluation Information:** Reflective and summative writing

**c.** Course pre-requisites on the Master Syllabus  
Change/rationale:  
Writing level 4: Important for demonstrating reading comprehension through writing.

**d.** 1st Day Handouts  
Change/rationale:  
Will reflect new course objectives and assessments.

**e.** Course assignments  
Change/rationale:  
Will be adapted to use summative writing, presentation skills, and reflective writing to demonstrate critical reading and thinking abilities.

**f.** Course materials (check all that apply)  
- Textbook
- Handouts
- Other:  
A new critical reading and thinking textbook will be selected.  
Handouts will be updated to reflect new materials.

**g.** Instructional methods  
Change/rationale:  
Will be updated to reflect new materials.

**h.** Individual lessons & activities  
Change/rationale:  
Will be updated to reflect new materials.

3. What is the timeline for implementing these actions?  
Fall 2012 all ACS 108 instructors will utilize new master syllabus and corresponding updates to materials.

**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 WASI was effective for measuring student achievement of the learning outcomes set forth for the course according to the existing master syllabus.

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 _X_  
   If "All", provide the report date for the next full review: ________________________________.
   If "Selected", provide the report date for remaining outcomes: The remaining outcomes will not be assessed.  
   The curriculum is being revised and new learning outcomes have been identified.
COURSE ASSESSMENT REPORT

I. Background Information
1. Course assessed:
   Course Discipline Code and Number: ACS 108
   Course Title: Problem Analysis & Critical Thinking
   Division/Department Codes: Humanities and Social Sciences

2. Semester assessment was conducted (check one):
   □ Fall 20
   X Winter 2008
   □ Spring/Summer 20

3. Assessment tool(s) used: check all that apply.
   □ Portfolio
   X Standardized test (COMPASS Reading test)
   □ Other external certification/licensure exam (specify):
   □ Survey
   □ Prompt
   □ Departmental exam
   □ Capstone experience (specify):
   X Other (specify): WASI pre and post tests (Whimbey's Analytical Skills Inventory)

4. Have these tools been used before?
   X Yes—the WASI tests have been used for assessment since the inception of this course.
   X No—although the COMPASS test scores and/or course grades have been used as entrance criteria for
     course, we have never used the COMPASS Reading test as an assessment tool.

   If yes, have the tools been altered since its last administration? If so, briefly describe changes made.
   No changes made. X

5. Indicate the number of students assessed/total number of students enrolled in the course.
   82 students were assessed who were enrolled in the four sections taught by E. Warner. 16 of these students
did not post test and either failed the course or dropped it after the faculty drop deadline.
   177 students were enrolled in eight sections of ACS 108 Winter term. Of these 177 students, 30 dropped
   the course.

6. Describe how students were selected for the assessment.
   Students in all of my sections (Elizabeth Warner) were selected to be assessed. The number of students tested
   on each instrument varies, because some were absent when the tests were administered and did not complete
   them as make-up tests, and some dropped the course and were not present for post testing.

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

   No changes were actually implemented in the course as a result of the assessments, because the main instrument
   upon which we rely showed significant gains—the WASI tests. But we will make a significant change in the
   administration of the post COMPASS Reading test. The students’ pre-test Reading scores were based on their
   most recent COMPASS test upon enrolling in ACS 108. The post-test was administered in the Testing Center
   WHENEVER the students chose to go to take it at the end of the semester as long as they did it prior to the final
   exam. Although students were told in class that they were required to take the COMPASS Reading test, it
   became apparent early on that many were simply ignoring this instruction. As a result, we had to make a quick
   adjustment and required students to bring their copy of the COMPASS printout to the Academic Skills Center
   in order to get an answer sheet for their final exam. This created problems in the Testing Center during one of
   its busiest times, and ultimately, students chose to "blow off" the COMPASS test, just to get a printout so they
   could pick up their answer sheet for their final exam.

   An anecdotal example of this is when one student returned with his printout with a score of 19 on the
   COMPASS Reading test (an extremely low score), and because he was an A student, it was clear he didn’t care
   what he got; he just wanted the printout so he could take the final exam. When I commented that one of his

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COURSE ASSESSMENT REPORT

classmates (with whom he often competed for high test scores) had tested at 99, he immediately told us to give back the printout, that he was going to redo the test. He returned with a score of 99.

The plans that will be implemented for changing the administration of the post COMPASS Reading test were made in collaboration with the Testing Center Director and staff. They are as follows: each section to be assessed will be scheduled for testing during their regular class time some time at the end of the semester but before the final exam. This schedule will be prepared far enough in advance so that it will appear on the course calendar and students will be well prepared for it; there will also be make-up instructions for any absentees. These accommodations should relieve the burdens placed on the Testing Center staff at this crucial time of the semester, and this process should also help relieve the stress students may feel about having to fit in another test at final exam time.

2. State each outcome (verbatim) from the master syllabus for the course that was assessed.
   1. Improve problem solving abilities that are required for most standardized entrance/certification/application tests as well as most IQ tests.
   2. Employ critical reading strategies to analyze complex text and improve comprehension.

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.

   Outcome 1: The WASI tests (Whimbey’s Analytical Skills Inventory) are pre and post tests that measure the variety of problems particular to most entrance/certification exams and that are studied in this course. Students who attend regularly almost always demonstrate significant gains. This was demonstrated in the following results:

   The average pre WASI test score was 13.79. The average post WASI test score was 20.71. The increase was a positive, significant improvement of 6.92, more than double the amount of improvement we suggested we would achieve.

   The average pre COMPASS test score was 75.15. The average post COMPASS test score was 72.16. This was an average decrease of 2.99 points and did not meet the goals we set for improvement. The problems were inherent in how we designed the post testing. We have resolved to provide class testing for the post COMPASS for the next assessment of ACS 108.

   Attached are not only the summaries of the collected data, but the actual test scores for each student assessed.

   Outcome 2: The COMPASS Reading test was used to demonstrate reading gains, but as explained above, we encountered major problems with the post testing. Students simply didn’t do it, and when they did, more often than not they didn’t care what they scored. Most of them were simply going through the motions to get printouts to bring to the ACS Center so they could get an answer sheet for their final exam. The results show this complete lack of concern for their scores. Not only were minimal gains made, most of the scores showed significant losses. Below are the results of the post COMPASS Reading test scores in relation to their entrance score. (Many of the entrance scores are particularly low because students did not retest prior to taking ACS 108; instead, they used their passing scores from ACS 107 as their entrance criterion.)

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.

   Outcome 1: We more than achieved the goal for this outcome. Our expectation was that 80% of the students would demonstrate an increase of 3 or more points between the pre and post WASI test scores. The gains were much greater than this.

   Outcome 2: The expectation for this outcome was not achieved. The expectation was that students would improve their COMPASS scores by at least one point on the Reading portion of that test. This goal was not

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COURSE ASSESSMENT REPORT

met, and we have greatly adjusted how we will measure this in the future. It must be presented in a more comfortable format (e.g., classroom administered exam as opposed to individual testing), because it necessarily must be administered at the end of the term to adequately be considered a post test.

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

   Strengths: The strength of this course remains in the students' increased abilities to solve problems similar to those on most entrance/certification exams. This reflects an increased ability to reason and think critically.

   Weaknesses: The weakness demonstrated in this assessment procedure is not a weakness in the course itself, but rather a weakness in the methods we used to measure improved reading skills. Although improvement on the WASI exams per force indicates an improved ability to read critically, we had hoped to demonstrate this with improved COMPASS scores as well. Unfortunately, we did not take into consideration the student's motivation (or lack thereof) about demonstrating any improvement on this instrument. In the future, we will spend more time preparing students for the test as well as providing them with a classroom format for taking it.

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.

   As explained above, the only weakness we feel was demonstrated was in the PROCESS of the assessment instrument. A scheduled class time in the Testing Center at the end of the term should address this concern.

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. X 1st Day Handouts
      Change/rationale: The course calendar distributed at the beginning of the semester will include a testing date for post testing on the Reading part of the COMPASS only during the semester that assessments will be conducted (Winter 2011).
   e. □ Course assignments
      Change/rationale:
   f. □ Course materials (check all that apply)
      □ Textbook
      □ Handouts
      □ Other:
   g. X Instructional methods
      Change/rationale: Students will be provided with a discussion about the importance of the post COMPASS test and how their improved comprehension scores can impact their self-knowledge and esteem.

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h. □ Individual lessons & activities
Change/rationale:

3. What is the timeline for implementing these actions?

Three years, or the next semester an assessment will be conducted.

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.

As expected, the Post WASI proved to be a very effective measurement of student achievement of the learning outcomes for ACS 108.

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

Unfortunately, the results of the Reading portion of the COMPASS test were not effective measurement of student achievement. We do not believe this is indicative of an ineffective assessment tool, but that it the results do indicate an ineffective method of delivery. The changes that will be made in the future were addressed above.

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

   □ All    □ Selected

   If “All”, provide the report date for the next full review: Winter 2011
   If “Selected”, provide the report date for remaining outcomes:

Submitted by:

Name: Elizabeth Warner/ Elizabeth Warner  Date: 11/17/08
Print/Signature

Department Chair: Joan Lippens/ Joan Lippens  Date: 11/12/08
Print/Signature

Dean: William Abernethy/ William Abernethy  Date: 11/17/08
Print/Signature

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Approved by the Assessment Committee 10/10/06

Legged 11/17/08 sj