

Course Assessment Report
Washtenaw Community College

Discipline	Course Number	Title
Academic Skills (new)	111	ACS 111 01/07/2025- College Success Seminar
College	Division	Department
Humanities, Social and Behavioral Sciences	Humanities, Social and Behavioral Sciences	English & College Readiness
Faculty Preparer		Jessica Hale
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

Winter 2017

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

Students met Student Learning Outcome 1 and 2.

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

There were no intended changes. However, as a department, we worked to be more consistent in training part-time instructors in assessment procedures.

II. Assessment Results per Student Learning Outcome

Outcome 1: Analyze the beliefs, attitudes, behaviors and skills that lead to academic, career and personal success.

- Assessment Plan
 - Assessment Tool: Departmental exit exam
 - Assessment Date: Winter 2021
 - Course section(s)/other population: A random sample of at least 2 sections
 - Number students to be assessed: All students in selected sections with a minimum of one full section

- How the assessment will be scored: Departmentally-developed rubric
- Standard of success to be used for this assessment: 75% of students will score 75% or higher
- Who will score and analyze the data: ACS instructors will grade the exit exam as a part of the course. Scores will be uploaded at the end of each term to the ACS Instructor Resource Site. Scores will be compiled and analyzed after 3 years.

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)
2024, 2023, 2023, 2023, 2022	2024, 2023	2022

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

# of students enrolled	# of students assessed
32	16

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.

The difference in the number of students enrolled v. assessed was the result of a number of factors. The discrepancy reflects a number of student withdrawals as well as students not present on the day of assessment. Further, one section of ACS 111 data was unavailable because the instructor did not administer the assessment as indicated in master syllabus and Blackboard course master.

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 course is offered as a late start 12-week course in either a virtual or face-to-face format. The course meeting time is either midday or afternoon. In general, one section is offered in Fall and Winter each academic year. To create a more robust report, the preparer included all available sections from Fall 2022-Fall 2024 rather than two sections specified in the Master Syllabus. It's worth noting that all of the students in Fall 2022 were ACS 095 students, so no data is included for this term. Additionally, one section of 111 was offered at an area high school and the assessments were not administered as directed in the master syllabus and Blackboard course master. As a result, there is no data for this section.

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

The departmental test presents students with eight different scenarios representing problems related to positive behaviors developed in the course. The positive behavioral strategies assessed are accepting personal responsibility, discovering self-motivation, mastering self-management, employing interdependence, gaining self-awareness, adopting lifelong learning, and believing in yourself.

Students must analyze the beliefs, attitudes and behaviors presented in the scenarios that will lead to success, choose from four possible strategies to solve each problem, and explain why they think their solution is correct using On Course materials as a reference. Each choice receives a point value of 0 points, 1 point, 3 points, or 5 points (where 5 is the highest possible score per scenario). The maximum score is 40. To meet assessment goals, we want students to score at least 30 out of 40 possible points (75%).

The departmental exam is included as a graded component of the course. The section instructor graded the exam and uploaded the grades 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.

Met Standard of Success: Yes

The analysis of the scores for the Departmental Exit Exam revealed that 88% (14/16) of the ACS 111 students met the criteria for success (a score of 75% or higher).

The average score was 36 out of 40 (90%).

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

Based on the data, this course is meeting the needs of the students. The students demonstrated the ability to analyze behavioral strategies associated with accepting personal responsibility, discovering self-motivation, mastering self-management, employing interdependence, gaining self-awareness, adopting lifelong learning, developing emotional intelligence and believing in yourself.

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 the analysis of rubric criteria, students excelled in analyzing behavioral strategies associated with employing interdependence, gaining self-awareness, and believing in yourself (avg. 5/5; 100%). However, they struggled with adopting lifelong learning and developing emotional intelligence (avr. 4/5; 80%). This course was originally taught in a 15-week format and the lowest scores correspond with the last two units covered in the course. It may be worthwhile to explore how these concepts might be emphasized more, despite the shorter time frame.

In the future, it would be beneficial to build the Exit Exam into the learning management system (LMS) . It would allow for more efficient grading and easier data collection for the preparer. As the college is moving to Canvas, we will investigate this option.

Outcome 2: Evaluate current strengths as well as areas that need development with regard to academic, career and personal success.

- Assessment Plan
 - Assessment Tool: Final paper
 - Assessment Date: Winter 2021
 - Course section(s)/other population: A random sample of at least 2 sections
 - Number students to be assessed: All students in selected sections with a minimum of one full section
 - How the assessment will be scored: Departmentally-developed rubric
 - Standard of success to be used for this assessment: 75% of the students will score 75% or higher
 - Who will score and analyze the data: Departmental and teaching faculty will score it as part of the class and upload the information to the ACS instructor resource site

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

Fall (indicate years below)	Winter (indicate years below)	SP/SU (indicate years below)
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2024, 2023, 2023, 2023, 2022	2024, 2023	2022
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2. Provide assessment sample size data in the table below.

# of students enrolled	# of students assessed
32	13

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.

The difference in the number of students enrolled v. assessed was the result of a number of factors. The discrepancy reflects a number of student withdrawals as well as students not present on the day of assessment. Further, one section of ACS 111 data was unavailable because the instructor did not administer the assessment as indicated in master syllabus and Blackboard course master.

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 course is offered as a late start 12-week course in either a virtual or face-to-face format. The course meeting time is either midday or afternoon. In general, one section is offered in Fall and Winter each academic year. To create a more robust report, the preparer included all available sections from Fall 2022-Fall 2024 rather than two sections specified in the Master Syllabus. It's worth noting that all of the students in Fall 2022 were ACS 095 students, so no data is included for this term. Additionally, one section of 111 was offered at an area high school, and the assessments were not administered as directed in the master syllabus and Blackboard course master. As a result, there is no data for this section.

(n=10 students).

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

Students were provided instructions as well as the grading rubric (created by a committee of On Course instructors) for the paper as part of their coursework. Instructors used the rubric to grade the papers submitted by students and then shared results with the preparer.

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

The analysis of the scores for the Final Paper revealed that 85% (11/13) of the ACS 111 students met the criteria for success (a score of 75% or higher).

The average score was 36 out of 45 (77%).

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

Based on the data, this course is meeting the needs of the students. The students were able to evaluate their strengths and discuss areas in which there are opportunities for development in academic, career, and personal success.

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 the analysis of rubric criteria, students excelled at identifying and defining On Course Principles (avg. 2.93/3pts; 98%) and evaluating current strengths and weaknesses for each On Course Principle (avg. 5.579/6pts; 93%). However, they were less able to identify a plan of action applying On Course principles (avg. 6.86/9; 76%). as well as provide support to illustrate the application of each On Course Principle selected (i.e., examples, experiences, evidence, and/or explanation) from the course materials (avg. 4.86/6pts; 81%). While all of these scores meet the standard for success, it is useful to know that students are still working to bridge the gap between concept and observable behavior.

As with the previous outcome, it would be beneficial to have a more streamlined way to drill down in the rubric data to see which rubric criteria are most challenging for students. The preparer had to go back and view each student's rubric individually, compiling data on each rubric criteria to complete the assessment. While that is doable with a small population, it is not ideal. We hope to be able to use some of the Canvas assessment tools to make this work easier in the future.

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.

There were no intended changes in the last assessment report. That said, we did engage in more mentoring with part-time instructors to promote consistency in grading and assessment procedures, and it was helpful in preparing this report.

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?

I believe this course is meeting the needs of students. While the scores on the Final Paper were lower than in the previous assessment, it was noted that the previous grades were unusually high (everyone got an "A"). Our hope was that working on instructor grading procedures would help increase the validity of scores. It stands to reason that these lower scores are evidence of that work.

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

This information in this assessment report will be shared at the ENG Departmental meeting and discussed with ACS 111 instructors.

- 4.

Intended Change(s)

Intended Change	Description of the change	Rationale	Implementation Date
Other: Departmental Exit Exam	Create Departmental Exit Exam in LMS.	This would improve the ease of data collection.	2025
Other: Evaluate Rubric Criteria	Leverage the LMS to identify a more efficient method to analyze rubric criteria on the Exit Exam and Final Project.	This information is important for understanding specific areas of strength and opportunities for growth, but current collection procedures are inefficient (the preparer has to gain access to each Bb course and review students individually).	2025
Other: Set Up Canvas Outcomes	Set Up Canvas Outcomes	To ease future assessments, it would be useful to embed the course assessment with Canvas Outcomes.	2025

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

ACS 111 is a course that is cross-listed with ACS 095. The students that enroll in ACS 111 have reading and writing levels of 6 and 6, whereas ACS 095 enrolls students below 6 & 6 in readings and writing. The enrollment is always low because it isn't a course that is linked to a program. The population of this course has historically been students that have a track record of failure in high school or at the college level. Advisors direct students to take this course to help them get "On Course" with their goals and/or develop a full-time course schedule.

In Fall of 2024, changes to Developmental Education (at both the state and institutional level) necessitated the elimination of stand-alone developmental education courses. As a result, the existence of ACS 095 is no longer beneficial for students and the course was inactivated as of Winter 2025. Moving forward, the students that were previously enrolled in ACS 095, will be able to enroll in ENG 111 if they are concurrently enrolled in ENG 111 and ENG 111S (the new developmental co-requisite pairing).

III. Attached Files

[Exit Exam](#)

[Exit Exam Rubric](#)

[Final Paper Instructions and Rubric](#)

[Assessment Data](#)

Faculty/Preparer:	Jessica Hale	Date: 01/31/2025
Department Chair:	Aaron Anderson	Date: 02/03/2025
Dean:	Anne Nichols	Date: 02/05/2025
Assessment Committee Chair:	Jessica Hale	Date: 09/29/2025

Course Assessment Report
Washtenaw Community College

Discipline	Course Number	Title
Academic Skills	111	ACS 111 04/08/2018- College Success Seminar
Division	Department	Faculty Preparer
Humanities, Social and Behavioral Sciences	Academic Skills	Jessica Hale
Date of Last Filed Assessment Report		

I. Assessment Results per Student Learning Outcome

Outcome 1: Analyze the beliefs, attitudes, behaviors and skills that lead to academic, career and personal success.

- Assessment Plan
 - Assessment Tool: Departmental Exit Test
 - Assessment Date: Spring/Summer 2018
 - Course section(s)/other population: At least 2 sections
 - Number students to be assessed: All students in two sections
 - How the assessment will be scored: Departmentally-developed rubric will assess student understanding of the following principles: Self-responsibility, self-motivation, self-management, interdependence, self-awareness, lifelong learning, emotional intelligence, and belief in self.
 - Standard of success to be used for this assessment: 75% of students will achieve a score of 75% or higher on the Final Paper.
 - Who will score and analyze the data: ACS Instructors will grade the exit exam as a part of the course. Scores will be uploaded at the end of each term to the ACS Instructor Resource Site. Scores will be compiled and analyzed after 3 year.

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	2017, 2016	

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

# of students enrolled	# of students assessed
36	32

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.

The difference in the number of students enrolled v. assessed is the result of withdrawal and absence on the day of the post-test.

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 ACS 111 sections are face-to-face courses. We included all of the sections offered between Winter 2016-Winter 2017 (rather than just two) for more meaningful results.

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

The departmental test presents students with eight different scenarios representing problems related to positive behaviors developed in the course. The positive behavioral strategies assessed are accepting personal responsibility, discovering self-motivation, mastering self-management, employing interdependence, gaining self-awareness, adopting lifelong learning, and believing in yourself.

Students must analyze the beliefs, attitudes and behaviors presented in the scenarios that will lead to success, choose from four possible strategies to solve each problem, and explain why they think their solution is correct using *On Course* materials as a reference. Each choice receives a point value of 0 points, 1 point, 3 points, or 5 points (where 5 is the highest possible score per scenario). The maximum score is 40. To meet assessment goals, we want students to score at least 30 out of 40 possible points (75%).

The departmental exam is included as a graded component of the course. The section instructor graded the exam and uploaded the grades 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.

Met Standard of Success: Yes

The analysis of the scores for the Departmental Exit Exam revealed that 100% of ACS 111 students met the criteria for success (a score of 75% or higher).

-Average Score: 38 out of 40 (94%)

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

Based on the exit exam scores, the threshold for learning outcome achievement was met.

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.

While students performed very well on this student learning outcome, part-time instructor turnover has occurred. In order to continue to improve consistency between sections, additional instructor training may be necessary.

Outcome 2: Evaluate current strengths as well as areas that need development.

- Assessment Plan
 - Assessment Tool: Final Paper
 - Assessment Date: Spring/Summer 2018
 - Course section(s)/other population: At least 2 sections
 - Number students to be assessed: All students in at least two sections
 - How the assessment will be scored: Departmentally-developed rubric
 - Standard of success to be used for this assessment: 75% of the students will score 75% or higher
 - Who will score and analyze the data: Departmental and teaching faculty will score it as part of the class and upload the information to the ACS instructor resource site.

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	2016, 2017	

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

# of students enrolled	# of students assessed
36	27

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.

The difference in the number of students enrolled v. assessed is the result of withdrawal as well as the number of students that did not submit a final paper.

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 ACS 111 sections are face-to-face courses. We included all of the sections offered between Winter 2016-Winter 2017 (rather than just two) for more meaningful results.

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

Students were provided instructions as well as the grading rubric (created by a committee of On Course instructors) for the paper as part of their coursework. Instructors used the rubric to grade the papers submitted by students and the submitted the results through the ACS Instructor Website.

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

Students met the standard for success (75% of students score a 75% or higher).

- 96% of students passed the Final Paper

- The average score on the paper was 44/45 (98%).

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

Based on the final essay scores, the threshold for learning outcome achievement was met.

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.

To continue to improve consistency between sections, additional instructor training may be necessary. Additionally, building the rubric into the Blackboard Course master would be useful.

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?

Based on the data, this course is meeting the needs of the students. The most surprising finding was that almost every student that submitted a final paper recieved an "A." It seems unlikely that this would be the case across 4 sections, so further analysis of the rubric criteria and instructor grading procedures would be helpful.

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

The information brought to light in this assessment report will be shared at the ACS departmental meeting and made available through the ACS Instructor Resource site.

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?

None.

III. Attached Files

[Final Essay Data](#)

[Final Exam Data](#)

[Final Essay Rubric and Instructions](#)

[Exit Exam](#)

[Exit Exam Key](#)

Faculty/Preparer:	Jessica Hale	Date: 04/11/2018
Department Chair:	Jessica Hale	Date: 04/11/2018
Dean:	Kristin Good	Date: 04/12/2018
Assessment Committee Chair:	Michelle Garey	Date: 04/25/2018

Course Assessment Report
Washtenaw Community College

Discipline	Course Number	Title
Academic Skills	111	ACS 111 05/12/2015- College Success Seminar
Division	Department	Faculty Preparer
Humanities, Social and Behavioral Sciences	Academic Skills	Jessica Hale
Date of Last Filed Assessment Report		

I. Assessment Results per Student Learning Outcome

Outcome 1: Analyze the beliefs, attitudes, behaviors and skills that lead to academic, career and personal success.

- Assessment Plan
 - Assessment Tool: Final Paper
 - Assessment Date: Winter 2011
 - Course section(s)/other population: All sections.
 - Number students to be assessed: 1/3 of the students will be chosen at random.
 - How the assessment will be scored: Departmentally-developed rubric
 - Standard of success to be used for this assessment: 75% of students achieve a score of 75% or higher on Final Paper.
 - Who will score and analyze the data: A committee of On Course-qualified instructors will blind-score the assessment instruments and analyze the data. As the data accumulates, the course outcomes, objectives, materials and assignments will be adjusted to best meet the needs of the students.

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)
	2015, 2014, 2014	

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

# of students enrolled	# of students assessed
56	30

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 3 semesters for both tools as follows:

Total (6 cross-listed sections)

- Winter 2015: Sections 02 & H1
- Fall 2014: Sections 01 & 02
- Winter 2014: Sections 01 & 02

ACS 065

- Total Enrolled: 37
- Completed Departmental Exit Exam: 20
- Completed on Course Self-Assessment: 20

ACS 095

- Total Enrolled: 54
- Completed Departmental Exit Exam: 37
- Completed on Course Self-Assessment: 35

ACS 111

- Total Enrolled: 40
- Completed Departmental Exit Exam: 30
- Completed on Course Self-Assessment: 30

For a more detailed breakdown, please see the attached documents.

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 assess 1/3 of the students chosen at random.

As ACS 065/095/111 are cross-listed, the number of students per level is smaller. To promote more meaningful results, we included more students in the assessment increasing the number of sections to six (two from Winter 2014, two from Fall 2015, and two from Winter 2015).

The differences in the number of students assessed compared to the number enrolled arises because some student were not present on the days the final assessments were administered.

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

Rather than use a final paper as the assessment tool (which proved to be problematic as noted in the last assessment report), we tested two instruments used in ACS 065 and ACS 095 with the ACS 111 students to both simplify the assessment process and create alignment between the cross-listed courses: a departmental exit exam and On Course Self Assessment measures.

The departmental exit exam was used to measure outcome 1.

The department exit test presents students with eight different scenarios representing problems related to positive behaviors developed in the course. The positive behavioral strategies assessed are accepting personal responsibility, discovering self-motivation, mastering self-management, employing interdependence, gaining self-awareness, adopting lifelong learning, and believing in myself.

Students must analyze the beliefs, attitudes and behaviors presented in the scenarios that will lead to success, then choose from four possible strategies to solve each problem, and explain why they think their solution is correct using On Course materials as a reference.

Each choice receives a point value of 0 points, 1 point, 3 points, or 5 points (where 5 is the highest possible score per scenario). The maximum score is 40. To meet assessment goals, we want students to score at least 30 out of 40 possible points (75%).

The exit exam is included as a graded component of the course. The section instructor graded the exam and uploaded the grades 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.

Met Standard of Success: <u>Yes</u>
The analysis of the scores for the Departmental Exit Exam revealed: 1) 95% of ACS 065 students met the criteria for success (a score of 75% or higher) -Average Score: 36 2) 100% of ACS 095 students met the criteria for success (a score of 75% or higher) -Average Score: 38 3) 97% of ACS 111 students met the criteria for success (a score of 75% or higher) -Average Score: 38

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

Based on the exit exam scores, the threshold for learning outcome achievement was met and exceeded across sections and levels.

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.

To improve the exit exam further, a rubric or guide for assessing the essays that students write would improve grading accuracy and reliability. Once created, rubric or guided training sessions could be provided to ACS 065, ACS 095, and ACS 111 instructors to improve consistency between sections.

Outcome 2: Evaluate current strengths as well as areas that need development.

- Assessment Plan
 - Assessment Tool: Final Paper
 - Assessment Date: Winter 2011
 - Course section(s)/other population: All sections.
 - Number students to be assessed: 1/3 of students chosen at random.
 - How the assessment will be scored: Departmentally-developed rubric.
 - Standard of success to be used for this assessment: 75% of students achieve a score of 75% or higher on Final Paper.

- Who will score and analyze the data: A committee of On Course-qualified instructors will blind-score the assessment instruments and analyze the data. As the data accumulates, the course outcomes, objectives, materials and assignments will be adjusted to best meet the needs of the students.

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)

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

# of students enrolled	# of students assessed
	30

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 3 semesters for both tools as follows:

Total (6 cross-listed sections)

- Winter 2015: Sections 02 & H1
- Fall 2014: Sections 01 & 02
- Winter 2014: Sections 01 & 02

ACS 065

- Total Enrolled: 37
- Completed Departmental Exit Exam: 20
- Completed on Course Self-Assessment: 20

ACS 095

- Total Enrolled: 54
- Completed Departmental Exit Exam: 37
- Completed on Course Self-Assessment: 35

ACS 111

- Total Enrolled: 40
- Completed Departmental Exit Exam: 30
- Completed on Course Self-Assessment: 30

For a more detailed breakdown, please see the attached documents.

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 assess 1/3 of the students chosen at random.

As ACS 065/095/111 are cross-listed, the number of students per level is smaller. To promote more meaningful results, we included more students in the assessment increasing the number of sections to six (two from Winter 2014, two from Fall 2015, and two from Winter 2015).

The differences in the number of students assessed compared to the number enrolled arises because some students were not present on the days the final assessments were administered.

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

Rather than use a final paper as the assessment tool (which proved to be problematic as noted in the last assessment report), we tested two instruments used in ACS 065 and ACS 095 with the ACS 111 students to both simplify the assessment process and create alignment between the cross-listed courses: a departmental exit exam and On Course Self Assessment measures.

The On Course Self-Assessment measures were used to measure outcome 2.

The *On Course* test is a self-report instrument provided by Houghton Mifflin in the *On Course* textbook that covers eight areas directly related to the objectives of this course. The measurement has an 80 point scale.

Students were asked to complete a pre-assessment at the beginning of the course (PRE). As in previous years, students were also asked to complete a post-assessment at the end of the course. Unlike previous years, the post-assessment asked students to not only reflect on current skills (NOW), but also to re-assess their skills at the beginning of the course (THEN).

As pretest scores on the self-assessment may be confounded by students' lack of familiarity with the concepts being tested, the comparison of THEN v. NOW

scores may provide a better indicator of real growth. In addition, the re-assessment of skills (THEN) provides insight into student perceived growth.

Another change from the last assessment report, is that the self-assessments are now included as a graded component of the course. The grade students receive is based upon completion so as to not incentivize score inflation. The section instructor is responsible for grading the assessments and 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. As indicated in the previous assessment report recommendations, outliers were removed from the 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

The analysis of the scores for the **On Course PRE and NOW Self-Assessment** revealed:

- 1) ACS 065 students did not meet the criteria for success (an improvement of 5 points out of 80 on each objective category) for any criteria
- 2) ACS 095 students only met the criteria for success (an improvement of 5 points out of 80 on each objective category) in 3 objective categories: Accepting Self-Responsibility, Mastering Self-Management, and Gaining Self-Awareness.
- 3) ACS 111 Students only met the criteria for success (an improvement of 5 points out of 80 on each objective category) in 3 objective categories: Mastering Self-Management, Gaining Self-Awareness, and Emotional Intelligence.

The analysis of the scores for the **On Course THEN and NOW Self-Assessment** revealed:

- 1) ACS 065 students met the criteria for success (an improvement of 5 points out of 80 on each objective category) for all but two categories: Employing Interdependence and Believing in Myself.
- 2) ACS 095 students met the criteria for success (an improvement of 5 points out of 80 on each objective category) for all but one category: Employing Interdependence.

3) ACS 111 Students met the criteria for success (an improvement of 5 points out of 80 on each objective category) in every category.

Using the THEN v. NOW assessments to measure success, the standard of success was met. (See attached files for details.)

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

Based on the THEN v. NOW comparison, the threshold for learning outcome achievement is being met with few exceptions. This measurement allows students to reflect on the changes they have seen in themselves AFTER they have learned the 8 *On Course* principles. This provides both an insight into self-perceived growth and reduces the measurement errors caused by assessing students on concepts to which they have not yet been introduced.

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.

While students met the standard for success using the THEN v. NOW comparison, the standard of success was not met using the PRE v. NOW assessments. This may be due to the fact that prior to the start of class students have no awareness about the *On Course* principles and what behaviors and attitudes are correlated with success. As a result, rather than utilize all three assessments, future sections may rely solely on the NOW V. THEN assessment for course assessment measures.

It is worth mentioning that the math component involved in adding up the scores presents a challenge for some students. Exploration into an online assessment system which automatically calculates scores accurately is underway.

Outcome 3: Synthesize data from Outcomes 1 and 2 to create an action plan for reaching academic, career and personal goals.

- Assessment Plan
 - Assessment Tool: Final Paper
 - Assessment Date: Winter 2011
 - Course section(s)/other population: All sections.
 - Number students to be assessed: 1/3 of students chosen at random.
 - How the assessment will be scored: Departmentally-developed rubric.

- Standard of success to be used for this assessment: 75% of students achieve a score of 75% or higher on Final paper.
- Who will score and analyze the data: A committee of On Course-qualified instructors will blind-score the assessment instruments and analyze the data. As the data accumulates, the course outcomes, objectives, materials and assignments will be adjusted to best meet the needs of the students.

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

Fall (indicate years below)	Winter (indicate years below)	SP/SU (indicate years below)
	2014, 2014, 2015	

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

# of students enrolled	# of students assessed
56	30

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.

This learning outcome was omitted from the current assessment.

The creation of an action plan is essentially a forecasting procedure. While there is benefit for students to consider how they will use the On Course principles in the future, these reflections do not necessarily translate into measureable outcomes or actions within the scope of the course.

Additionally, the components synthesized in outcome 3 are implied skills from outcome 1 and outcome 2.

4. Describe how students from all populations (day students on campus, DL, MM, evening, extension center sites, etc.) were included in the assessment based on your selection criteria.

N/A

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

N/A

6. Briefly describe assessment results based on data collected for this outcome and tool during the course assessment. Discuss the extent to which students achieved this

learning outcome and indicate whether the standard of success was met for this outcome and tool.

Met Standard of Success: <u>No</u>
N/A

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

N/A

8. Based on your analysis of student performance, discuss the areas in which student achievement of this learning outcome could be improved. If student met standard of success, you may wish to identify your plans for continuous improvement.

N/A

II. Course Summary and Action Plans Based on Assessment Results

1. Describe your overall impression of how this course is meeting the needs of students. Did the assessment process bring to light anything about student achievement of learning outcomes that surprised you?

Based on the data, this course appears to be meeting the needs of students that persist in the course to the final assessment. Unfortunately, there are differences in terms of how many students at each level are still participating in the course at the time the final assessments are administered.

- ACS 065: 54% of enrolled students took the assessments
- ACS 095: 69% of enrolled students took the assessments
- ACS 111: 75% of enrolled students took the assessments

If roughly 50% of the students enrolled in ACS 065 are around at the end of the course, perhaps a cross-listed format is not the best fit for this skill level.

This assessment report also brought to light that the NOW v. THEN assessment and the exit exam appear to be satisfactory measures of the learning outcomes for the ACS 111 students. In the Fall 2014 ACS 111 assessment report, the need for a valid, reliable, and less laborious assessment procedure was noted. These measures were used as an alternative assessment procedure for the course. As a result, updates to the ACS 111 syllabus will be made.

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

The information brought to light in this assessment report will be shared at the ACS departmental meeting, made available through the ACS Instructor Resource site, and shared with future ACS 065, ACS 095, and ACS 111 instructors.

3.

Intended Change(s)

Intended Change	Description of the change	Rationale	Implementation Date
Assessment Tool	<p>We plan to make the following updates:</p> <ul style="list-style-type: none"> Update the ACS 065 and ACS 095 Syllabus to reflect the use of the NOW v. THEN assessment tool in place of the Pre v. Post assessment. Update the ACS 111 Syllabus to reflect the use of the departmental exit exam and NOW v. THEN assessment as assessment tools for learning outcomes 1 and 2. 	<p>Rationale for updates to ACS 065 and ACS 095: The NOW v. THEN assessment tool provided better insight into student perceived learning and has more validity as a measurement tool than the Pre. v. Post Test.</p> <p>Rationale for updates to ACS 111: The use of the departmental exit exam and NOW v. THEN assessment as assessment tools is a simple and valid solution to assess the learning outcomes. Additionally, as this course is cross-listed and all of the students meet in the same room at the same time, using the same assessment instruments simplifies classroom and instructional procedures.</p>	2015
Other: Cross-Listed ACS 065	ACS 065 will no longer be cross-	Rationale:	2015

	listed with ACS 095 and ACS 111.	<ul style="list-style-type: none"> ○ Approximately half of the ACS 065 students enrolled persist to the time of the final assessment. A different class format may be more appropriate to encourage the success of these students. 	
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4. Is there anything that you would like to mention that was not already captured?

In Winter of 2014 ACS 065, ACS 095, and ACS 111 began being offered as cross-listed courses. This decision was the result of the following factors:

- Confusion over the non-sequential nature of ACS 065, ACS 095, and ACS 111
- A desire to meet the needs to students despite lower enrollment trends

III. Attached Files

[Then v. Now Assessment](#)

[Exit Exam](#)

[PreAssessment](#)

[Outcome 1 & 2 Supporting Documents](#)

[Exit Exam Key](#)

Faculty/Preparer: Jessica Hale **Date:** 05/12/2015

Department Chair: Denise Crudup **Date:** 05/20/2015

Dean: Dena Blair **Date:** 05/21/2015

Assessment Committee Chair: Michelle Garey **Date:** 06/15/2015

Course Assessment Report
Washtenaw Community College

Discipline	Course Number	Title
Academic Skills	111	ACS 111 12/03/2013- College Success Seminar
Division	Department	Faculty Preparer
Humanities, Social and Behavioral Sciences	Academic Skills	Jessica Hale
Date of Last Filed Assessment Report		

I. Assessment Results per Student Learning Outcome

Outcome 1: Analyze the beliefs, attitudes, behaviors and skills that lead to academic, career and personal success.

- Assessment Plan
 - Assessment Tool: Final Paper
 - Assessment Date: Winter 2011
 - Course section(s)/other population: All sections.
 - Number students to be assessed: 1/3 of the students will be chosen at random.
 - How the assessment will be scored: Departmentally-developed rubric
 - Standard of success to be used for this assessment: 75% of students achieve a score of 75% or higher on Final Paper.
 - Who will score and analyze the data: A committee of On Course-qualified instructors will blind-score the assessment instruments and analyze the data. As the data accumulates, the course outcomes, objectives, materials and assignments will be adjusted to best meet the needs of the students.

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)
2012		

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

# of students enrolled	# of students assessed
47	38

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.

It was discovered in Fall 2011 that all of the ACS 111 sections were using different final papers with different scoring rubrics. Additionally, the parameters of the assignment were different, and instructors were not keeping records of the final papers that could be used for assessment. It is believed that this lapse was the results of several factors:

- 1) Three of the original faculty that designed and instructed the course left the college.
- 2) No full-time faculty member had been assigned as lead instructor for the course.
- 3) No training procedures for ACS 111 instructors were in place so it is unclear how expectations on the master syllabus were being communicated.
- 4) No master course shell in Blackboard for ACS 111 was in existence.

As a result, a panel of faculty met to develop agreed upon paper parameters and measurements. These agreed upon changes were implanted in Fall 2012 and to get as much data as possible, all of the students that completed the final paper with the new parameters were chosen.

All of the students in ACS 111 that submitted final papers in Fall 2012 were selected to participate (**38 total**).

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 sections were selected:

Fall: MW 11-12:25pm

TTH 12:30-2pm

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

A panel of 4 faculty (2 full-time, 1 full-time counselor/part-time instructor, 1 part-

time instructor) met to develop a final paper and corresponding rubric that could be used across sections. Three of the four faculty members had taught ACS 111 in the past. The group met throughout Fall 2011-Winter 2012 and agreed on paper parameters (aligned with the master syllabus):

- Analyze the beliefs, attitudes, behaviors and skills that lead to academic, career and personal success.
- Evaluate current strengths as well as areas that need development.
- Synthesize data from Outcomes 1 and 2 to create an action plan for reaching academic, career, and personal goals.

A rubric was developed specifically to measure these outcomes (see attached documents). The new course paper and rubric was applied in Fall 2012.

In Sp/Su 2013, three of the four-member faculty panel blind-reviewed and graded the final paper essays submitted. Google documents was used to share the papers and record assessment data.

Not all essays were graded by all three panel members (due to time constraints). However, data will be presented for all of the essays reviewed, essays reviewed by 3 reviewers and essays reviewed by 2 reviewers. The average of the scores assigned was used to see if the final paper essay met the assessment criteria (75% of students will achieve a score of 75% or higher on Final Paper).

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: <u>Yes</u>
<p>If all of the data is compiled (essays graded by 3 panelists, 2 panelists, and a single panelist) the success rate was 84.85% (33/38).</p> <p>If all of the data is compiled for just essays graded by 3 panelists the success rate was 95.00% (21/25).</p> <p>If all of the data is compiled for just essays graded by 2 panelists the success rate was 86.21% (29/36)</p> <p>This learning outcome was met.</p>

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 and exceeded. The project instructions and rubric seemed to guide students to effectively achieve the course outcomes across 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.

Students met the standard of success for this course, but the assessment process proved exceptionally time-consuming, despite the small sample size. In terms of future plans, the assessment process may be improved and shortened, by developing a different assessment process.

Outcome 2: Evaluate current strengths as well as areas that need development.

- Assessment Plan
 - Assessment Tool: Final Paper
 - Assessment Date: Winter 2011
 - Course section(s)/other population: All sections.
 - Number students to be assessed: 1/3 of students chosen at random.
 - How the assessment will be scored: Departmentally-developed rubric.
 - Standard of success to be used for this assessment: 75% of students achieve a score of 75% or higher on Final Paper.
 - Who will score and analyze the data: A committee of On Course-qualified instructors will blind-score the assessment instruments and analyze the data. As the data accumulates, the course outcomes, objectives, materials and assignments will be adjusted to best meet the needs of the students.

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)
2012		

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

# of students enrolled	# of students assessed
47	38

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.

It was discovered in Fall 2011 that all of the ACS 111 sections were using different final papers with different scoring rubrics. Additionally, the parameters of the assignment were different, and instructors were not keeping records of the final papers that could be used for assessment. It is believed that this lapse was the results of several factors:

- 1) Three of the original faculty that designed and instructed the course left the college.
- 2) No full-time faculty member had been assigned as lead instructor for the course.
- 3) No training procedures for ACS 111 instructors were in place so it is unclear how expectations on the master syllabus were being communicated.
- 4) No master course shell in Blackboard for ACS 111 was in existence.

As a result, a panel of faculty met to develop agreed upon paper parameters and measurements. These agreed upon changes were implanted in Fall 2012 and to get as much data as possible, all of the students that completed the final paper with the new parameters were chosen.

All of the students in ACS 111 that submitted final papers in Fall 2012 were selected to participate (**38 total**).

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 sections were selected:

Fall: MW 11-12:25pm

TTH 12:30-2pm

Winter: TTH 12:30-2pm

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

A panel of 4 faculty (2 full-time, 1 full-time counselor/part-time instructor, 1 part-time instructor) met to develop a final paper and corresponding rubric that could be used across sections. Three of the four faculty members had taught ACS 111 in

the past. The group met throughout Fall 2011-Winter 2012.and agreed on paper parameters (aligned with the master syllabus):

- Analyze the beliefs, attitudes, behaviors and skills that lead to academic, career and personal success.
- Evaluate current strengths as well as areas that need development.
- Synthesize data from Outcomes 1 and 2 to create an action plan for reaching academic, career, and personal goals.

A rubric was all developed specifically to measure these outcomes (see attached documents). The new course paper and rubric was applied in Fall 2012.

In Sp/Su 2013, three of the four-member faculty panel blind-reviewed and graded the Final paper essays submitted. Google documents was used to share the papers and record assessment data.

Not all essays were graded by all three panel members (due to time constraints). However, data will be presented for all of the essays reviewed, essays reviewed by 3 reviewers and essays reviewed by 2 reviewers. The average of the scores assigned was used to see if the final paper essay met the assessment criteria (75% of students will achieve a score of 75% or higher on Final Paper).

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

If all of the data is compiled (essays graded by 3 panelists, 2 panelists, and a single panelist) the success rate was **84.85% (33/38)**.

If all of the data is compiled for just essays graded by 3 panelists the success rate was **95.00% (21/25)**.

If all of the data is compiled for just essays graded by 2 panelists the success rate was **86.21% (29/36)**

This learning outcome 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 and exceeded. The project instructions and rubric seemed to guide students to effectively achieve the course outcomes across 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.

Students met the standard of success for this course, but the assessment process proved exceptionally time-consuming, despite the small sample size. In terms of future plans, the assessment process may be improved and shortened, by developing a different assessment process.

Outcome 3: Synthesize data from Outcomes 1 and 2 to create an action plan for reaching academic, career and personal goals.

- Assessment Plan
 - Assessment Tool: Final Paper
 - Assessment Date: Winter 2011
 - Course section(s)/other population: All sections.
 - Number students to be assessed: 1/3 of students chosen at random.
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1. Indicate the Semester(s) and year(s) assessment data were collected for this report.

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or did not complete activity.

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- 1) Three of the original faculty that designed and instructed the course left the college.
- 2) No full-time faculty member had been assigned as lead instructor for the course.
- 3) No training procedures for ACS 111 instructors were in place so it is unclear how expectations on the master syllabus were being communicated.
- 4) No master course shell in Blackboard for ACS 111 was in existence.

As a result, a panel of faculty met to develop agreed upon paper parameters and measurements. These agreed upon changes were implanted in Fall 2012 and to get as much data as possible, all of the students that completed the final paper with the new parameters were chosen.

All of the students in ACS 111 that submitted final papers in Fall 2012 were selected to participate **(38 total)**.

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All sections were selected:

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- Evaluate current strengths as well as areas that need development.
- Synthesize data from Outcomes 1 and 2 to create an action plan for reaching academic, career, and personal goals.

A rubric was developed specifically to measure these outcomes (see attached documents). The new course paper and rubric was applied in Fall 2012.

In Sp/Su 2013, three of the four-member faculty panel blind-reviewed and graded the Final paper essays submitted. Google documents was used to share the papers and record assessment data.

Not all essays were graded by all three panel members (due to time constraints). However, data will be presented for all of the essays reviewed, essays reviewed by 3 reviewers and essays reviewed by 2 reviewers. The average of the scores assigned was used to see if the final paper essay met the assessment criteria (75% of students will achieve a score of 75% or higher on Final Paper).

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

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If all of the data is compiled for just essays graded by 3 panelists the success rate was **95.00% (21/25)**.

If all of the data is compiled for just essays graded by 2 panelists the success rate was **86.21% (29/36)**

This learning outcome 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 and exceeded. The project instructions and rubric seemed to guide students to effectively achieve the course outcomes across 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.

Students met the standard of success for this course, but the assessment process proved exceptionally time-consuming, despite the small sample size. In terms of future plans, the assessment process may be improved and shortened, by developing a different assessment process.

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 students. As this is the first assessment of the learning outcomes for this course, we were pleased to find that students were meeting expectations.

The biggest surprise in the assessment process was the laborious nature of the assessment plan. There were numerous challenges aligning schedules and primary job responsibilities in order to bring this process to completion (as only 1 faculty member on the panel was a full-time instructor in the ACS Department).

As a result, the action plan for this course will include revising the assessment parameters.

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 111 action plan will be shared with the faculty during fall in-service as well as at a Fall 2014 *On Course* committee meeting.

3. Intended Change(s)

Intended Change	Description of the change	Rationale	Implementation Date
Other: Assessment procedure	Rather than have a panel of faculty members blind-review the final projects, the faculty that teach ACS 111 will be responsible for reporting all their final paper	The assessment process was not effective. There were numerous challenges aligning schedules and primary job	2014

	<p>grades and a copy of the final papers to an assessment folder in the ACS Department Instructor Resource Site on Blackboard. Each faculty member will adhere to the paper parameters and use the departmentally-developed rubric for assessment & grading. The standard of success will still be that 75% of students achieve a score of 75% or higher on Final Paper. As the data accumulates, the course outcomes, objectives, materials and assignments will be adjusted to best meet the needs of the students.</p>	<p>responsibilities in order to bring this process to completion (as only 1 faculty member on the panel was a full-time instructor in the ACS Department).</p> <p>As a result, the action plan for this course will include revising the assessment parameters.</p>	
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4. Is there anything that you would like to mention that was not already captured?

No.

III. Attached Files

[Final Paper Assignment and Rubric](#)
[Data Analysis](#)

Faculty/Preparer: Jessica Hale **Date:** 12/18/2013
Department Chair: Bonnie Arnett **Date:** 01/08/2014
Dean: Dena Blair **Date:** 01/09/2014
Assessment Committee Chair: Michelle Garey **Date:** 02/17/2014