

Course Assessment Report
Washtenaw Community College

Discipline	Course Number	Title
Academic Skills	065	ACS 065 05/12/2015- Success Skills Workshop
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: Identify and improve current strengths as well as areas for academic and personal career growth.

- Assessment Plan
 - Assessment Tool: The On Course Self-Assessment pre- and post-test in the On Course text.
 - Assessment Date: Fall 2012
 - Course section(s)/other population: One section
 - Number students to be assessed: All students in one section
 - How the assessment will be scored: On Course self assessment pre- and post-tests are provided by Houghton Mifflin in the On Course text. The assessment measures: personal 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: Improvement on average of 5 points on the 80 point scale for each indicator. This level of improvement compares favorably to the average post-test score improvement provided by the publisher.
 - Who will score and analyze the data: ACS Full-time faculty

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

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

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

# of students enrolled	# of students assessed
48	20

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.

<p>Data collected and analyzed for 3 semesters for both tools as follows:</p> <p>Total (6 cross-listed sections)</p> <ul style="list-style-type: none">- Winter 2015: Sections 02 & H1- Fall 2014: Sections 01 & 02- Winter 2014: Sections 01 & 02 <p>ACS 065</p> <ul style="list-style-type: none">o Total Enrolled: 37o Completed Departmental Exit Exam: 20o Completed on Course Self-Assessment: 20 <p>ACS 095</p> <ul style="list-style-type: none">o Total Enrolled: 54o Completed Departmental Exit Exam: 37o Completed on Course Self-Assessment: 35 <p>ACS 111</p> <ul style="list-style-type: none">o Total Enrolled: 40o Completed Departmental Exit Exam: 30o Completed on Course Self-Assessment: 30 <p>For a more detailed breakdown, please see the attached documents.</p>
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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 all the students in at least two sections every three years. 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 both pre-test and post-test days for the self-assessment or were not present on the day of the exit exam.

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

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 in 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 uploaded 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 2: Identify proven strategies for creating academic and personal success.

- Assessment Plan
 - Assessment Tool: Departmental Exit Test
 - Assessment Date: Fall 2012
 - Course section(s)/other population: One section
 - Number students to be assessed: All students in one section
 - How the assessment will be scored: Standard grading rubric
 - Standard of success to be used for this assessment: 75% of the students assessed will receive 75% or better on the exit test.
 - Who will score and analyze the data: ACS Full-time Faculty

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

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

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

# of students enrolled	# of students assessed
48	20

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

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

ACS 095

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

ACS 111

- o Total Enrolled: 40
- o Completed Departmental Exit Exam: 30
- o 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 all the students in at least two sections every three years. 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 both pre-test and post-test days for the self-assessment or were not present on the day of the exit exam.

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

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: Yes

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 guide training sessions could be provided to ACS 065, ACS 095, and ACS 111 instructors to improve consistency between sections.

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 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.

- 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.

- 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 the ACS 111 Syllabus to reflect the use of the Departmental Exit Exam and NOW v. THEN assessment 	<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</p>	2015

	as assessment tools for Learning Outcomes 1 and 2.	room at the same time, using the same assessment instruments simplifies classroom and instructional procedures.	
Other: Cross-Listed ACS 065	ACS 065 will no longer be cross-listed with ACS 095 and ACS 111.	<p>Rationale:</p> <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. 	2015

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

<p>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:</p> <ul style="list-style-type: none"> ○ 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
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III. Attached Files

- [Exit Exam](#)
- [Then v. Now Assessment](#)
- [PreAssessment](#)
- [Exit Exam Key](#)
- [Outcome 1 & 2 Supporting Documents](#)

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	065	ACS 065 07/09/2013-Success Skills Workshop
Division	Department	Faculty Preparer
Humanities, Social and Behavioral Sciences	Academic Skills	Bonnie Arnett
Date of Last Filed Assessment Report		

I. Assessment Results per Student Learning Outcome

Outcome 1: Identify and improve current strengths as well as areas for academic and personal career growth.

- Assessment Plan
 - Assessment Tool: The On Course Self-Assessment pre- and post-test in the On Course text.
 - Assessment Date: Fall 2012
 - Course section(s)/other population: One section
 - Number students to be assessed: All students in one section
 - How the assessment will be scored: On Course self assessment pre- and post-tests are provided by Houghton Mifflin in the On Course text. The assessment measures: personal 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: Improvement on average of 5 points on the 80 point scale for each indicator. This level of improvement compares favorably to the average post-test score improvement provided by the publisher.
 - Who will score and analyze the data: ACS Full-time faculty

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

Fall (indicate years below)	Winter (indicate years below)	SP/SU (indicate years below)
2011		

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

# of students enrolled	# of students assessed
38	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.

Only one section needs to be assessed; 19 enrolled in this section---3 withdrew and 3 with poor attendance that did not take 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.

This course is designed to support students through the process of applying successful strategies not only to their academics but to life. The student population is typically diverse in terms of age, ethnicity and gender. Students at this level have few choices for courses, so all are taking basic academic classes.

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

On Course self assessment pre- and post-tests are provided by Houghton Mifflin in the *On Course* text. The assessment measures personal responsibility, self motivation, self management, interdependence, self awareness, lifelong learning, emotional intelligence, and belief in self. Students answer 64 questions which are ranked on a scale of 0-10, totally false to totally true. Scores are transferred to a scoring sheet with interpreting score of 0-39 as seldom, 40-63 as sometimes, and 64-80 as usually keep you on course. Tabulated results indicate strengths/weaknesses and areas of improvement in respect to the post-test.

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

Results indicated an average of 6.1 points gained for each of the 8 principles of *On Course*.

Accepting Personal Responsibility: PRE average: 54 POST average: 61

Discovering Self Motivation: PRE average: 56 POST average: 72

Mastering Self Management: PRE average: 53 POST average: 55

Employing Interdependence: PRE average: 42 POST average: 42

Gaining Self Awareness: PRE average: 50 POST average: 54

Adopting Life Long Learning: PRE average: 46 POST average: 56

Develop Emotional Intelligence: PRE average: 48 POST average: 52

Believing in Myself: PRE average: 49 POST average: 55

The standard of an average of 5 points gained per principle was met. The data indicates a possible change of material/more time on two specific principles---Mastering Self Management and Employing Interdependence. The standard can be met with an adjustment

of curriculum delivery.

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

This course focuses on the 8 principles of *On Course*, therefore the data will indicate where a particular class' strengths and weaknesses lie. The strengths of this class were not only dependent on material but active engagement of student learning and discussion. The strengths for this class were: Accepting Personal Responsibility--7 point gain, Discovering Self Motivation--16 point gain, Adopting Life Long Learning--10 point gain and Believing in Myself--6 point gain.

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.

Four principles for this class were below the standard of a 5 point gain; Mastering Self Management--2 point gain, Employing Interdependence--0 point gain, Gaining Self Awareness--4 point gain and Developing Emotional Intelligence--4 point gain. Of these only two are of concern. The material used for the two principles that were low, Mastering Self Management and Employing Interdependence, will need to be reviewed to determine if there is adequate opportunity for students to apply the strategies over an effective amount of time. The other two areas were close to meeting the standard and further improvement of material would be suggested.

Outcome 2: Identify proven strategies for creating academic and personal success.

- Assessment Plan
 - Assessment Tool: Departmental Exit Test
 - Assessment Date: Fall 2012
 - Course section(s)/other population: One section
 - Number students to be assessed: All students in one section
 - How the assessment will be scored: Standard grading rubric
 - Standard of success to be used for this assessment: 75% of the students assessed will receive 75% or better on the exit test.
 - Who will score and analyze the data: ACS Full-time Faculty

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

Fall (indicate years below)	Winter (indicate years below)	SP/SU (indicate years below)
2011		

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

# of students enrolled	# of students assessed
38	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.

Only one section needs to be assessed; 19 enrolled in this section---3 withdrew and 3 with poor attendance that did not take 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.

This course is designed to support students through the process of applying successful strategies not only to their academics but to life. The student population is typically diverse in terms of age, ethnicity and gender. Students at this level have few choices for courses, so all are taking basic academic classes.

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

The department exit exam consists of 8 scenarios, one for each of the 8 *On Course* principles. Each scenario has a multiple choice possible solution to the situation as well as a reflective answer based on the principle. Each scenario is worth 5 points for a total of 40 points. A standard answer key was used as a guide to ensure consistency.

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 average percentage of the 13 students was 88%; 92% of these students had a score over 75%.

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

The department exit test effectively assesses the ability of students to apply their knowledge of the *On Course* principles to scenarios that reflect possible real life decisions.

- 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.

92% of the students had the ability to satisfactorily reflect and analyze the life problems based on the *On Course* principles. As a department, we will continue to analyze the data from all the *On Course* classes and continue to improve on the effectiveness of the course.

II. Course Summary and Action Plans Based on Assessment Results

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

This course effectively supports students as they explore skills and habits that lead to improvement in academic and personal success. Class activities, journals, and discussion give students the opportunity to reflect and take responsibility for their education. The pre/post *On Course* assessments highlighted the growth students have internalized throughout the semester; the journals students are required to complete are an integral component that supports them in their overall ability to accept responsibility and change their thinking in order to be the successful student they envision.

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

Information for all the *On Course* assessments--ACS 065, ACS 095 and ACS 111--will be analyzed by full-time ACS faculty for trends and patterns at a monthly department meeting.

- Intended Change(s)

Intended Change	Description of the change	Rationale	Implementation Date
No changes intended.			

- Is there anything that you would like to mention that was not already captured?
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III. Attached Files

[ACS Dept. Post Test](#)
[ACS Dept. Post Test answer key](#)
[ACS On Course Pre/Post test](#)
[ACS Pre/Post Test DATA and Dept. Exit Exam DATA](#)

Faculty/Preparer: Bonnie Arnett

Date: 7/17/13

Department Chair: Bonnie Arnett

Date: 7/17/13

Dean: Dena Blair

Date: 7/22/13

Assessment Committee Chair: Michelle Garey

Date: 8/23/13