

Course Assessment Report
Washtenaw Community College

Discipline	Course Number	Title
Academic Skills	110	ACS 110 03/09/2017- Speed Reading
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: Students will make consistent improvement in reading rate with little loss in comprehension.

- Assessment Plan
 - Assessment Tool: Effective Reading Program pre- and post-test.
 - Assessment Date: Winter 2010
 - Course section(s)/other population: All offered sections.
 - Number students to be assessed: All students in offered sections.
 - How the assessment will be scored: Effective Reading Program pre- and post-tests have scoring guides provided by the publisher as part of the program materials. Copies are attached. Students time their reading using stop watches, answer comprehension questions about the selection and then, using the key, determine reading speed and comprehension score.
 - Standard of success to be used for this assessment: It is expected that 75% of the students enrolled in this course will double their reading speed and maintain at least 70% comprehension on the post-test.
 - Who will score and analyze the data: Instructors will collect the data from their students. ACS office professional staff will enter the data into the database. Full-time faculty will analyze the data.

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

Fall (indicate years below)	Winter (indicate years below)	SP/SU (indicate years below)
2016		

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

# of students enrolled	# of students assessed
12	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.

There were 13 students on the Fall 2016 roster.

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 currently only offered in a face-to-face format on main campus.

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

First day of the course, students assessed their reading rate WPM (word per minute) and comprehension using the PRE test from the Effective Reading Program. The last day of the course, the students assessed their reading rate WPM and comprehension using the POST test from the Effective Reading Program. Scores were compared to a goal of doubling WPM (word per minute) from Pre-test to Post-test and maintaining 70% comprehension.

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: No
 11 of the 13 students in the Fall 2016 doubled their WPM reading rate: 85%
 11 of the 13 students in the Fall 2016 maintained 70% comprehension: 85%
 9 of the 13 students in the Fall 2016 both doubled their WPM reading rate and maintained 70% comprehension: 69%

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

Individually students met each part (WPM/Comprehension) but did not meet the combined objective. Considering the strength in each part (WPM/Comprehension) development of teaching strategies to strengthen the whole needs to be a focus.

Unfortunately, the data from previous semesters was not collected to substantiate what we thought was the success of this course. The course has been and continues to be taught by an instructor that is a strong advocate for promoting this course.

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

The WCC Speed Reading manual and course content will continue to be updated, as needed, based on research of best practices by the instructor.

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?

Considering the strength in each part (WPM/Comprehension) development of teaching strategies to strengthen the whole needs to be a focus. At this time, there are no plans to change the format of the course. Presently, the emphasis is on marketing the course through community newsletters and events to reach populations that may benefit from the course such as community members for noncredit, undergraduate and graduate students from local universities in addition to high school students.

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

Shared at March 2017 department meeting.

- Intended Change(s)

Intended Change	Description of the change	Rationale	Implementation Date
Other: Teaching Strategies	Focus on developing strategies that will emphasize the whole versus the part. We need to focus on both instead of individual	To meet the combined WPM/Comprehension standard of success.	2017

	improvement on word per minute or comprehension.		
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4. Is there anything that you would like to mention that was not already captured?

5.

III. Attached Files

[Pre and Post Scores Fall 2016](#)
[Effective Reading Scoring Guides](#)

Faculty/Preparer: Bonnie Arnett **Date:** 03/15/2017
Department Chair: Bonnie Arnett **Date:** 03/15/2017
Dean: Kristin Good **Date:** 03/17/2017
Assessment Committee Chair: Ruth Walsh **Date:** 03/31/2017