

**Course Assessment Report
Washtenaw Community College**

Discipline	Course Number	Title
Academic Skills	121	ACS 121 09/27/2016- Career Planning 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: Increase self awareness related to career interests, values, goals, personality preferences and skills.

- Assessment Plan
 - Assessment Tool: pre/post assessment
 - Assessment Date: Fall 2012
 - Course section(s)/other population: all
 - Number students to be assessed: all
 - How the assessment will be scored: pre/post self-assessment
 - Standard of success to be used for this assessment: 80% of students will increase their career awareness by 20%
 - Who will score and analyze the data: full-time academic skills faculty will score and 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)
2013	2014	

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

# of students enrolled	# of students assessed
30	17

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 pre- and post-assessment tool for this course was revised and refined during the process of converting ACS 121 to a Mixed Mode course. This tool was piloted in Fall 2013 and proved to be effective. As a result, this assessment looks at all semesters in which the revised rubric was utilized (Fall 2013 and Winter 2014). The course has not been run since Winter 2014.

Thirteen students were not assessed. Two of these cases were Faculty Withdrawals and the rest of the students either failed to take the pre-assessment, the post-assessment, or did not answer all of the questions on the assessment.

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 of the sections of ACS 121 in Fall 2013 and Winter 2014 were used for this sample. Both were Mixed Mode sections, as the face-to-face section offered in this time period did not run.

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

The tool is a 10-question self-assessment. At the beginning (pre) and end of the course (post) students were asked to respond to statements about their current career planning knowledge using a Likert scale (see responses below):

- I have no knowledge or skill related to the item
- I have some knowledge or skill related to the item
- I have moderate knowledge or skill related to the item
- I am very knowledgeable and skilled at the related item
- I am an expert at the knowledge or skill related to the item

Students received credit for completing the assignment, rather than a numerical score.

A full-time faculty member compiled the data and assigned each description a numerical value 1-5 (1 indicating the lowest knowledge or skill, and 5 indicating the highest knowledge or skill). Then the change in pre and post assessment scores was analyzed per question and for the assessment as a whole. Scores were analyzed on the section level and a larger population.

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

When examining the pre- and post-assessment scores as a whole, students met and exceeded the standard of success with 88% of students (15/17) improving by 20% or more.

The standard of success was also met at the section level, with 88% of students (7/8) improving by at least 20% in Fall 2013 and 89% of students (8/9) improving by at least 20% in Winter 2014.

That said, it is interesting to note that when examining the pre- and post-assessment scores by question, the standard of success was not met for 3 specific questions:

- "I know how to identify my interest patterns and link them to majors or careers that may be a good choice for me." 76% of students (15/17) improving by at least 20%.
- "I know which kinds of careers would be a strong match with my individual personality preference pattern." 71% of students (15/17) improving by at least 20%.
- "I can identify my most important work values and use them to identify careers that would satisfy those values." 71% of students (15/17) improving by at least 20%.

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

Students were able to meet and exceed the standard for success for pre- and post-assessment.

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.

Very few students completed the pre- and post-assessment (17 total).

Student achievement of this learning outcome could be improved if there was increased incentive to finish both the pre- and post-assessment. For example, if

the pre- and post-assessments were worth 5% of the final grade for the course, students might be more apt to complete them.

Based on question level analysis, it appears that re-examining the instruction and supporting materials related to the following 3 questions, would also be advisable:

- I know how to identify my interest patterns and link them to majors or careers that may be a good choice for me.
- I know which kinds of careers would be a strong match with my individual personality preference pattern.
- I can identify my most important work values and use them to identify careers that would satisfy those values.

Finally, it would be helpful if the tool was revised to show students a numerical score for pre and post assessment as a whole (as was created by the faculty preparer). Students would benefit from seeing numerical feedback on their growth as well as feedback indicating that they completed the assessment.

Outcome 2: Create a Career Planning portfolio.

- Assessment Plan
 - Assessment Tool: career planning portfolio evaluated using grading rubric
 - Assessment Date: Fall 2012
 - Course section(s)/other population: all
 - Number students to be assessed: all
 - How the assessment will be scored: career portfolio evaluated using rubric
 - Standard of success to be used for this assessment: 75% of students will receive a 70% or higher on career portfolio
 - Who will score and analyze the data: full-time academic skills faculty will score and 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)
2013	2014	

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

# of students enrolled	# of students assessed
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3. If the number of students assessed differs from the number of students enrolled, please explain why all enrolled students were not assessed, e.g. absence, withdrawal, or did not complete activity.

The career portfolio rubric for this course was revised and refined during the process of converting ACS 121 to a Mixed Mode course. This tool was piloted in Fall 2013 and used again in Winter 2014. The course has not been run since Winter 2014.

Two students were not assessed, as they were Faculty Withdrawals.

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 of the sections of ACS 121 were used for this sample. Both were mixed mode sections, as the face-to-face section offered in this time period did not run.

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

The career portfolio rubric is completion-based (2 points for completing each of the 20 required components). Possible scores are 2 (full credit), 1 (partial credit), and 0 (no credit).

Students work to build the portfolio throughout the semester, receiving individualized feedback on 20 portfolio related assignments. At the end of the course, the students compile the work that they have done (including revised work if necessary) and submit it for assessment. There are 40 points possible.

The course instructor scored the portfolio. A full-time faculty member compiled results across sections.

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

When examining the career portfolio scores as a whole, students met and exceeded the standard of success, with 93% of students (26/28) earning a 70% of higher.

The standard of success was met for the individual sections as well (100% earning a 70% or higher in Fall 2013 and 86% earning a 70% or higher in Winter 2014).

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

A strength of this tool is that it measures student work throughout the semester rather than at one point in time. The portfolio is comprised of 20 course assignments that students submit and receive feedback on throughout the term. They are given the opportunity to revise their work prior to submission for the portfolio, and while the grade for the portfolio is completion-based (i.e., did the students submit completed assignments), the individual points and feedback associated with the 20 course assignments seems to motivate students to complete the learning outcome.

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.

Student achievement of this learning outcome could be improved if the measurement rubric was created in Blackboard. Currently, portfolio grades are derived from a paper rubric and later entered into Blackboard as a grade of 0-40 points. The cumulative career portfolio grade is currently all that is reported. As a result, there is no way to analyze student performance data on each of the rubric components (Units or specific assignments). By creating a Blackboard rubric, instructors and assessment report preparers would be able to dig deeper into the data and examine which of the content areas students were struggling to complete.

In addition, student achievement of this learning outcome could be improved if the rubric contained descriptions of the observable behaviors associated with earning 2 points (full credit), 1 point (partial credit), and 0 points (no credit). Descriptions on the rubric would help guide student behavior and ensure consistency across instructors.

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?

Data indicates that this course is meeting the needs of students. That said, the process brought to light a few areas that could be improved.

- 1) The reflective assessment tools (the pre- and post-assessments) were not completed by students at the same rate as the career portfolio. This disparity requires further investigation, but it seems that increasing the point value for the assignment might increase participation.
- 2) The pre- and post-assessment tool itself could be updated to improve ease of data analysis and support student achievement of learning outcomes. Coding the responses of the pre- and post-assessment could be built into the assessment in Blackboard, so that the course instructor could compile the data, rather than a faculty preparer. By including the pre- and post-scores in the tool itself, students could receive numerical feedback quantifying their growth.
- 3) The career portfolio rubric could be updated to allow more meaningful data to be collected. By creating the rubric in Blackboard, instructors and assessment report preparers could analyze which components of the portfolio (units or specific assignments) students found challenging to complete across sections. This information could be used to update instructional materials. In addition, the career portfolio rubric could be improved to direct student performance and increase objectivity across instructors. Descriptions of observable behaviors need to be provided in addition to the point values (2, 1, & 0).
- 4) The instruction related to interest patterns, individual personality preference patterns, and work values may need to be revised.

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

This assessment report and the action plan will be shared with department faculty in the next department meeting and during the next in-service. Additionally, this information will be shared with course instructors in upcoming semesters.

3. Intended Change(s)

Intended Change	Description of the change	Rationale	Implementation Date
Assessment Tool	<p>1) The numerical values for the pre- and post-assessment will be built into the assessment in Blackboard.</p> <p>2) The career portfolio rubric will be built into</p>	<p>1) Coding the responses (1-5) in the tool itself would allow the course instructor to compile the data rather than a faculty preparer. Additionally, students could</p>	2017

	<p>Blackboard so that future data analysis can include the units and/or assignments students commonly struggle to complete. In addition, descriptions of observable behaviors associated with point values (2, 1, & 0) will be provided.</p>	<p>receive numerical feedback quantifying their growth.</p> <p>2) Identifying portfolio components that students commonly struggle to complete will help instructors update instruction and instructional materials to improve student learning outcomes. In addition, by adding descriptions of observable behaviors, the rubric could more effectively direct student performance and increase objectivity across instructors.</p>	
Course Assignments	<p>1) The points associated with completing the reflective assessment tools (the pre- and post-assessments) will increase.</p> <p>2) Assignments and instruction related to interest patterns, individual personality preference patterns, and work values will be assessed and revised.</p>	<p>1) The pre- and post-assessments were not completed by students at the same rate as the career portfolio. This disparity requires further investigation, but it seems that increasing the point value for the assignment might increase participation.</p> <p>2) Scores on the pre- and post-assessments</p>	2017

		indicate students are not understanding these concepts at a level that meets the standard for success (80% of students improved at least 20%).	
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4. Is there anything that you would like to mention that was not already captured?

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III. Attached Files

- [ACS 121 Assessment Data](#)
- [Career Portfolio Rubric](#)
- [Pre and Post Assessment](#)
- [ACS 121 Rubric with Descriptions](#)

Faculty/Preparer: Jessica Hale **Date:** 10/05/2016
Department Chair: Bonnie Arnett **Date:** 10/05/2016
Dean: Kristin Good **Date:** 10/05/2016
Assessment Committee Chair: Michelle Garey **Date:** 11/02/2016