Course Assessment Report
Washtenaw Community College

Discipline	Course Number	Title
English	107	ENG 107 08/02/2017-Technical Writing I
Division	Department	Faculty Preparer
Humanities, Social and Behavioral Sciences	English/Writing	Lisa Veasey
Date of Last Filed Assessment Report		

I. Assessment Results per Student Learning Outcome

Outcome 1: The student will use standard written English and the technical writing process to plan, design, organize, and write documents such as memos, technical definitions and descriptions, instructions, informal and formal reports, and presentations.

- Assessment Plan
    - Assessment Tool: Review of 1 assignment in the e-portfolio. (Note: the same assigment will be selected for each student.
    - Assessment Date: Winter 2013
    - Course section(s)/other population: All sections.
    - Number students to be assessed: All students enrolled at the time of assessment.
    - How the assessment will be scored: Artifact will be scored using the attached rubric.
    - Standard of success to be used for this assessment: Seventy-five percent of students assessed must receive an average score of 3.0 or better on the assessment.
    - Who will score and analyze the data: Faculty from the English Department 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)
2016	2017	

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

# of students enrolled	# of students assessed
40	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.

All students who completed a final electronic portfolio were assessed.

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 students who completed a final electronic portfolio during Fall 2016 and Winter 2017 were included in this assessment.

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

I collected each student's electronic portfolio and used the attached scoring rubric to review the following: three sections of the portfolio overview (prepared individually); the design and content of the written instruction assignment (final three-part assignment completed in pairs). I noted grammatical, punctuation, and spelling errors in all content reviewed.

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
Except for one student, who submitted an incomplete portfolio, all students exceeded the standard of success (seventy-five percent of students assessed must receive an average score of 3 or better on the assessment). The overall average was 4.16/5. In addition, I looked at the average score per measure (process, design, content, and grammar). Students, on average, exceeded the standard of success in each itemized category.

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

Students scored slightly better in the areas of content (4.22/5) and grammar (4.32/5), and slightly lower in the areas of process (4.05/5) and design (4.05/5). I was surprised by this result; I thought the opposite would be true.

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.

Though the standard of success was met, I intend to break down the single outcome into the four separate outcomes (based on the areas assessed) and raise the standard of success.

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 assessment results, this course is meeting the needs of students who will write business and technical documents in the workplace. Students recognize the importance of audience analysis, effective design, clear content, and the use of standard English.

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

I will share the results during our next department meeting.

3. Intended Change(s)

Intended Change	Description of the change	Rationale	Implementation Date
Outcome Language	I will break the single outcome into four separate outcomes.	This matches the current standard and will formalize the method used for this assessment.	2017
Objectives	I will modify listed outcomes to align with current course content.	This aligns with the current standard and current course content.	2017

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

5.

III. Attached Files

Assessment Rubric
ENG 107 Assessment Data

Faculty/Preparer:	Lisa Veasey	**Date:** 08/02/2017
Department Chair:	Carrie Krantz	**Date:** 08/04/2017
Dean:	Kristin Good	**Date:** 08/14/2017
Assessment Committee Chair:	Michelle Garey	**Date:** 10/24/2017

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Background Information

1. Course assessed:
   Course Discipline Code and Number: ENG 107
   Course Title: Technical Writing I
   Division/Department Codes: HSS/ENG

2. Semester assessment was conducted (check one):
   - ☐ Fall 20__
   - ☒ Winter 20 06
   - ☐ Spring/Summer 20__

3. Assessment tool(s) used: check all that apply.
   - ☒ Portfolio
   - ☐ Standardized test
   - ☐ Other external certification/licensure exam (specify):
   - ☐ Survey
   - ☐ Prompt
   - ☐ Departmental exam
   - ☐ Capstone experience (specify):
   - ☐ Other (specify):

4. Have these tools been used before?
   - ☐ Yes
   - ☒ No

   If yes, have the tools been altered since its last administration? If so, briefly describe changes made.
   N/A

5. Indicate the number of students assessed/total number of students enrolled in the course.
   Portfolios were collected from 17 students. Twenty-nine students were were enrolled in two sections of ENG 107 at the time of the assessment. (Note: Of the 17 students whose portfolios were collected, four failed to turn in the artifact selected for assessment; therefore, the actual number of students assessed was 13.)

6. Describe how students were selected for the assessment.
   Portfolios were collected from all students in ENG 107, section 1.

Results

1. Briefly describe the changes that were implemented in the course as a result of the previous assessment.
   N/A

2. State each outcome from the master syllabus that was assessed.
   Use the technical writing process to plan, develop, organize, and write documents such as memos, technical definitions and descriptions, instructions, informal and formal reports, and presentations.

3. Briefly describe assessment results based on data collected during the course assessment, demonstrating the extent to which students are achieving each of the learning outcomes listed above. Please attach a summary of the data collected.
   Seventy-seven percent of students assessed earned a score of 75% or better on the portfolio artifact assessed.

4. For each outcome assessed, indicate the standard of success used, and the percentage of students who achieved that level of success.
   The master syllabus states that "Seventy-five percent of students assessed must receive a score of 75% or better on the portfolio assessment."

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

   Strengths: Overall, 77% of students earned a score of 75% or higher on the artifact collected. (See Data Sheet 1.) On average, student achievement was highest in the document design area. (See Data Sheet 2.)

   Weaknesses: Although student achievement was above the standard of success overall, on average students performed lowest in spelling, grammar, and punctuation.

Changes influenced by assessment results

1. If weaknesses were found (see above) or students did not meet expectations, describe the action that will be taken to address these weaknesses, along with a timeline for these actions.
   Though the overall scoring for all artifacts exceeded our standard of success, errors in spelling, grammar, and punctuation are a concern. The E/W department will continue to monitor student achievement in this area.

2. Identify any other intended changes that will be instituted based on results of this assessment activity (check all that apply). Please describe changes and give rationale for change.

   ☐ Master syllabus
   Change/rationale:

   ☐ Curriculum
   Change/rationale:

   ☐ Course syllabus
   Change/rationale:

   ☐ Course assignments
   Change/rationale:

   ☐ Course materials (check all that apply)
   - ☐ Textbook
   - ☐ Handouts
   - ☐ Other:

   Change/rationale:

   ☐ Instructional methods
   Change/rationale:

   ☐ Other:
   Change/rationale:

Future plans

1. Describe the extent to which the assessment tools used were effective in measuring student achievement of learning outcomes for this course.
   Assessing one artifact from the student portfolios worked well, as did the new scoring rubric.
2. If the assessment tools were not effective, describe the changes that will be made for future assessments.
   Though tool described above worked well, in the future we'd like to explore using a standard writing exam to access student achievement.

Submitted by:

Name: Rina Veasey Date: 7·25·06

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Department Chair: _____ Date: 7/31/06

Dean: _____ Date: AUG 0 1 2006

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