Discipline	Course Number	Title
English	245	ENG 245 08/14/2019-Job Search Success Seminar
Division	Department	Faculty Preparer
Humanities, Social and Behavioral Sciences	English & College Readiness	Lisa Veasey
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?

   No

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

   3.

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

   5.

II. Assessment Results per Student Learning Outcome

Outcome 1: Develop a systematic job search process.

- Assessment Plan
    - Assessment Tool: Review of job search binder.
    - Assessment Date: Winter 2012
    - Course section(s)/other population: All sections
    - Number students to be assessed: All students
    - How the assessment will be scored: The assessment will be scored using the attached rubric.
    - Standard of success to be used for this assessment: Outcome 1: Seventy-five percent of students will receive an average score of 2 or better.

- o Who will score and analyze the data: The assessments will be scored by one or more full-time E/W faculty members.

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)
2018	2018	

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

# of students enrolled	# of students assessed
14	14

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.

> I analyzed three assignments for this assessment (one for each outcome), and in each case, some students failed to complete the required assignment. The students excluded are shaded in gray on attached data sheets and are listed below for ease of reference.
>
> For Outcome 1: Students 3, 12, and 14 failed to complete the assignment.
>
> For Outcome 2: Student 6 failed to complete the assignment.
>
> For Outcome 3: Students 6 and 12 failed to complete the assignment.

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 the assignment 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.

> OC1: I analyzed each student's Job Search Binder (electronic) and assessed their work using a rubric. Please see the attached data sheets.

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>

> **Standard of Success from Master Syllabus:** Seventy-five percent of students will receive a score of 2/3 (66%) or higher.
>
> This standard was <u>not</u> met; 36% (4 out of 11) students (shaded in yellow on the data sheet) received average scores below 2 because they failed to turn in the first two parts of this assignment (Job Search Process and Job Search Strategy), which were drafted collaboratively at the beginning of the semester. There was considerable confusion about this; therefore, I will change the assignment guidelines, which should solve the problem.

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

> All students assessed (100%) scored well above the standard of success on Parts 3 and 4 of this assignment: the Job Leads Record (2.82/3 or 94%) and the Company Profile 2.9/3 or 96%).

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.

> As mentioned previously, four of the 11 students assessed (shaded in yellow on the data sheet) failed to turn in Parts 1 and 2 of this assignment. Though this was outlined in the assignment guidelines, students were confused because the class collaborated on a draft of this portion of the assignment early in the semester, and they didn't refer back to the assignment guidelines for details regarding the final submission of the work. To solve this problem, I will change the assignment guidelines.
>
> Students who <u>did</u> complete Parts 1 and 2 of the assignment did very well, scoring well above the standard of success: All students scored 2 or higher on both parts, the average score for Part 1 was 2.857/3 or 95% and the average score for Part 2 was 2.821/3 or 94%.

Outcome 2: Prepare job search documents.

- Assessment Plan
  - Assessment Tool: Portfolio of cover letter, resume, and other job search documents.
  - Assessment Date: Winter 2012
  - Course section(s)/other population: All
  - Number students to be assessed: All

o How the assessment will be scored: The assessment will be scored using the attached rubric.

o Standard of success to be used for this assessment: Outcome 2: Seventy-five percent of students will receive a score of 11 or higher (out of 15).

o Who will score and analyze the data: The assessments will be scored by one or more full-time E/W faculty members.

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)
2018	2018	

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

# of students enrolled	# of students assessed
14	14

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.

I analyzed three assignments for this assessment (one for each outcome), and in each case, some students failed to complete the required assignment. The students excluded are shaded in gray on attached data sheet and are listed below for ease of reference.

For Outcome 1: Students 3, 12, and 14 failed to complete the assignment.

For Outcome 2: Student 6 failed to complete the assignment.

For Outcome 3: Students 6 and 12 failed to complete the assignment.

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 the assignment 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.

OC2: I analyzed each student's final cover letter and résumé and assessed their work using a scoring guide. Please see the attached data sheet, which includes the scoring guide used.

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

Standard of Success from Master Syllabus: Seventy-five percent of students will receive a score of 11/15 (73.3%) or higher.

This standard was met; 100% of students scored 11/15 or higher on this assessment. On average, students scored 13.75/15 (91.6%). This assessment looks at two assignments: the final cover letter and résumé. On average, students scored 7.423/8 (93%) on the cover letter and 6.325/7 (90%) on the résumé.

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

Students performed exceptionally well in the following areas.

Cover Letter

On average, students scored 90-100% on the following assessment questions related to the cover letter assignment:

- o Does the introductory paragraph clearly state the purpose of the letter and how the student learned about the position? Did the student explain how his/her qualifications match what is needed for the position?

- o Did the student discuss his/her educational preparation and related experience without simply repeating the content of the résumé? Did the student emphasize his/her major qualifications?

- o Did the student ask for an interview or phone call?

- o Did the student indicate when he/she is available for an interview?

- o Did the student repeat his/her phone # and e-mail address?

- o Are the sentences clear and concise?

- o Did the student follow standard business letter format?

Résumé

On average, students scored 90-100% on the following assessment questions related to the résumé assignment:

- o Is the student's name the most visually prominent design element?

- o Is the résumé one full page (or more based on education and experience)?

- o Did the student outline his/her educational preparation and work experience using reverse chronological order **OR** Did the student prepare a functional résumé outlining specific skill sets?

- o Did the student include other details or skill sets relevant to his/her career objective? (Computer skills, affiliations, honors, awards, reference information, etc.)

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 for this outcome, I noted the following areas that could be improved.

Cover Letter

On average, students scored 75-90% on the following assessment questions related to the cover letter assignment:

- o Did the student follow standard business letter format?

Analysis: In reviewing the assignments, I noticed that some students failed to use standard business letter format because their letters were too long and they made poor design choices (small font and narrow margins) to fit more text on the page. I will address this in the assignment guidelines.

- o Is the letter free of errors in grammar, punctuation, and spelling?

Analysis: I saw no pattern regarding errors in grammar, punctuation, and spelling. I will address errors on a case-by-case basis.

Résumé

On average, students scored 80-90% on the following assessment questions related to the résumé assignment:

- o Is the résumé effectively designed and visually pleasing? (Effective use of headings, subheadings, bulleted lists, appropriate font size, etc.)

Analysis: Résumé design continues to be a challenge for some students. I will provide résumé makeovers (before and after) to highlight poor design elements and demonstrate how to fix them.

- o Did the student include a clear career objective statement (or skills summary section)?

Analysis: Students with experience in his/her field of study may opt for a Skills Summary section at the top of his/her résumé. Students new to a particular field may opt to use a career objective statement instead. Some students did not follow this recommendation. I will emphasize this in the corresponding lecture.

- o Did the student list job duties and qualifications using fragments that begin with strong verbs?

Analysis: When describing past and present job duties and responsibilities, some students find it difficult to select the best verb in the correct tense. I have already addressed this issue in the new online version of the course by designing a "good, better, best" activity related to this issue. I hope this activity will help students improve in this area.

Outcome 3: Demonstrate effective job interviewing skills.

- Assessment Plan
    - o Assessment Tool: Review of mock interview video.
    - o Assessment Date: Winter 2012
    - o Course section(s)/other population: All sections
    - o Number students to be assessed: All students
    - o How the assessment will be scored: The assessment will be scored using the attached rubric.
    - o Standard of success to be used for this assessment: Outcome 3: Seventy-five percent of students will receive a score of 11 or higher (out of 15).
    - o Who will score and analyze the data: The assessments will be scored by one or more full-time E/W faculty members.

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)
2018	2018	

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

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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.

I analyzed three assignments for this assessment (one for each outcome), and in each case, some students failed to complete the required assignment. The students excluded are shaded in gray on attached data sheet and are listed below for ease of reference.

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For Outcome 2: Student 6 failed to complete the assignment.

For Outcome 3: Students 6 and 12 failed to complete the assignment.

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 the assignment 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.

OC 3: I analyzed a video of each student's mock interview and assessed their work using a scoring guide. Please see the attached data sheet, which includes the scoring guide used.

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

Standard of Success from Master Syllabus: Seventy-five percent of students will receive a score of 11/15 (73.3%) or higher.

This standard was met; 100% of students scored 11/15 or higher on this assessment. On average, students scored 13.25/15 (88.3%) on this assessment.

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

> On average, students scored 80-100% on the following:
>
> o Was on time for the interview.
>
> o Had a well-groomed, professional appearance.
>
> o Maintained appropriate body language.
>
> o Provided brief, clear, and thoughtful responses to questions.
>
> o Managed nervousness.
>
> o Demonstrated appropriate enthusiasm and interest in the position.
>
> o Asked appropriate questions of the interviewer.
>
> o Presented a well-organized portfolio or other evidence of abilities

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 for this outcome, I noted the following area that could be improved. Less than half of the students (41%) assessed did not submit a thank-you note or email after the interview, which is required. I stress the importance of following up with a note when I discuss the assignment guidelines, and I drop many reminders throughout the semester; however, I do not remind them immediately before or after the mock interview because I want them to take responsibility for this important task. I intend to send a generic reminder to review the mock interview assignment guidelines the week before the scheduled interviews. If they read the guidelines, they will see the requirement.

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.

> N/A

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?

This course is meeting the needs of students; however, there is always room for improvement. I'm glad I spent the time performing an item analysis; doing so helped me make small changes to the course content that, I hope, will improve student success.

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

I will share this information with my department.

4.

Intended Change(s)

Intended Change	Description of the change	Rationale	Implementation Date
Course Assignments	OC1: - Modify the Job Search Materials assignment guidelines so students know they need to finalize and submit Parts 1 and 2 for this assignment. OC2: - Modify the cover letter assignment guidelines to stress the importance of standard business letter format, especially with regard to font size and margins. - Provide résumé makeovers (before and after) to highlight poor design elements and demonstrate how to fix them.	Changes are based on item analysis of assessment results.	2019

	- In lecture, encourage students to include either a skills summary or objective statement on their résumé. - Design a "good, better, best" activity related to job duty descriptions. OC3: - Remind students to review mock interview guidelines in an effort to increase submission of thank-you notes.		

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

N/A

III. Attached Files

[ENG 245 Assessment Data](#)

Faculty/Preparer: Lisa Veasey **Date:** 08/14/2019
Department Chair: Carrie Krantz **Date:** 08/15/2019
Dean: Scott Britten **Date:** 09/24/2019
Assessment Committee Chair: Shawn Deron **Date:** 11/08/2019