Course Assessment Report
Washtenaw Community College

Discipline	Course Number	Title
Academic Skills	095	ACS 095 03/16/2018-Student Success 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: Identify and improve current strengths as well as areas for academic, personal, and career growth.

- Assessment Plan
    - Assessment Tool: On-Course Self-Assessment Pre- and Post-test
    - Assessment Date: Spring/Summer 2018
    - Course section(s)/other population: At least 2 sections
    - Number students to be assessed: All students in 2 sections
    - How the assessment will be scored: The On-Course rubric will be used to assess student improvement in the following areas: 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: Students will achieve an average improvement of 3 points on the 80 point scale for each indicator.
    - Who will score and analyze the data: ACS instructors will score the assessments and record the scores as a part of the course. The scores will be uploaded to the ACS Instructor Resource Site at the end of each term. Results will be compiled after 3 years.

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, 2016	

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

# of students enrolled	# of students assessed
42	29

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 difference in the number of students enrolled v. assessed is the result of withdrawal, absences on the days of assessment and incomplete assessments (i.e., both the pre- and post-assessment were not completed).

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 ACS 095 sections are face-to-face courses. We included all of the sections offered between Winter 2016-Winter 2017 (rather than just two) for more meaningful results.

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 Cengage in the *On Course* textbook. It covers eight areas directly related to the objectives of the course. The measurement has an 80-point scale. Students are asked to complete a pre-assessment at the beginning of the course (PRE) and a post assessment at the end of the course (POST). The self-assessments are graded components of the course. The students receive a grade based on completion of the instrument, so as not to incentivize score inflation. The section instructor is responsible for grading the assessments and uploading the scores to the ACS Instructor Resources site. The results were then compiled by the assessment report preparer for 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 *On Course* PRE and POST assessment revealed that ACS 095 students met the criteria for success (an improvement of 3 points out of 80 on each *On Course* principle): Accepting self-responsibility, discovering self-motivation, mastering self-management, employing interdependence, gaining self-awareness, adopting life longlearning, employing emotional intelligence, and believing in yourself.

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

This measurement allows students to reflect on the changes they have seen in themselves after learning the *On Course* principles. This tool provides insight into self-perceived growth and is often a point of pride for students.

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 the students met the standard for success, the instrument itself involves a cumbersome and complicated scoring technique. The online version of this tool costs additional money so we are still searching for a scoring system that eliminates human mathematical errors.

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

- Assessment Plan
    - Assessment Tool: Departmental exit test
    - Assessment Date: Spring/Summer 2018
    - Course section(s)/other population: At least 2 sections
    - Number students to be assessed: All students in at least 2 sections
    - How the assessment will be scored: Departmentally-created rubric will assess student understanding of the following principles: Self-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: 75% of the students will receive a 75% or better on the exit exam.
    - Who will score and analyze the data: ACS Instructors will score the exit exam as a part of the course. Scores will be uploaded at the end of each term to the ACS Instructor Resource Site. Scores will be compiled after 3 years.

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, 2016	

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

# of students enrolled	# of students assessed
42	28

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 difference in the number of students enrolled v. assessed is the result of withdrawal and absence on the day 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.

All ACS 095 sections are face-to-face courses. We included all of the sections offered between Winter 2016-Winter 2017 (rather than just two) for more meaningful results.

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

The departmental 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 yourself. Students must analyze the beliefs, attitudes and behaviors presented in the scenarios that will lead to success, 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%). Thedepartmental 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 that 100% of ACS 095 students met the criteria for success (a score of 75% or higher)

-Average Score: 38 (94%)

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.

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 continue to improve consistency between sections, additional instructor training may be necessary.

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 is meeting the needs of the students. The most surprising finding was that the principle of personal responsibility showed the smallest gain (6.07) in the post-assessment. As this is the first principle discussed in the course, we would have expected scores to be higher (based on the instructional time available to develop this principle).

2. 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 and made available through the ACS Instructor Resource site.

3. Intended Change(s)

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

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

No.

III. Attached Files

Exam Data
Pre Post Data
PRE
POST
Exit Exam

Faculty/Preparer:	Jessica Hale	**Date:** 03/21/2018
Department Chair:	Jessica Hale	**Date:** 03/22/2018
Dean:	Kristin Good	**Date:** 03/23/2018
Assessment Committee Chair:	Michelle Garey	**Date:** 04/10/2018

Course Assessment Report
Washtenaw Community College

Discipline	Course Number	Title
Academic Skills	095	ACS 095 05/04/2015-Student Success 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: Identify and improve current strengths as well as areas for academic, personal, and career growth.

- Assessment Plan
    - Assessment Tool: The On Course Self-Assessment pre- and post-test.
    - Assessment Date: Winter 2012
    - Course section(s)/other population: At least 2 sections
    - Number students to be assessed: All students in 2 sections
    - How the assessment will be scored: The On-Course rubric will be used to assess student improvement in the following areas: 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: We will be looking for an average improvement of 5 points on the 80 points scale for each indicator. This level of improvement would compare favorably to the average post-score for improvement of over 400 On-Course self assessment responses.
    - Who will score and analyze the data: Full-time ACS 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)
2014	2015, 2014	

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

# of students enrolled	# of students assessed

75	35

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

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

ACS 095

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

ACS 111

- Total Enrolled: 40
- Completed Departmental Exit Exam: 30
- 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 1/3 of the students chosen at random.

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 *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 uploading 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, personal and career success.

- Assessment Plan
    - Assessment Tool: Departmental exit test
    - Assessment Date: Winter 2012
    - Course section(s)/other population: At least 2 sections
    - Number students to be assessed: All students in 2 sections
    - How the assessment will be scored: Departmentally-created rubric will assess student understanding of the following principles: 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: 75% of students will receive a 75% or better on the exit exam.
    - Who will score and analyze the data: ACS full-time 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)
2014	2015, 2014	

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

# of students enrolled	# of students assessed
75	37

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

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

ACS 095

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

ACS 111

- Total Enrolled: 40
- Completed Departmental Exit Exam: 30
- 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 make it 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. o ACS 065: 54% of enrolled students took the assessments o ACS 095: 69% of enrolled students took the assessments o 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.

2. 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.

3.

Intended Change(s)

Intended Change	Description of the change	Rationale	Implementation Date
Assessment Tool	We plan to make the following updates: ○ 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 as Assessment Tools for Learning Outcomes 1 and 2.	**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. **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 room at the same time, using the same assessment instruments simplifies classroom and instructional procedures.	2015
Other: Cross-Listed ACS 065	ACS 065 will no longer be cross-	**Rationale:**	2015

	listed with ACS 095 and ACS 111.	○ 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.	

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

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: ○ 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

III. Attached Files

Outcome 1 & 2 Supporting Documents
PreAssessment
Exit Exam
Exit Exam Answer Key
Then v. Now Assessment

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

I. Background Information

1. Course assessed:
   Course Discipline Code and Number: ACS 095
   Course Title: Student Success Seminar
   Division/Department Codes: Humanities and Social Sciences

2. Semester assessment was conducted (check one):
   - ☒ Fall 2011
   - ☒ Winter 2011
   - ☐ 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): On Course Self-Assessment Pre-test and Post-test

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.

   Two questions were added to the Departmental Exit exam to assess "Emotional Intelligence" and "Believing in Myself".

5. Indicate the number of students assessed/total number of students enrolled in the course.

   Data collected and analyzed for 2 semesters for both tools as follows:

On Course Self-Assessment, Winter 2011	Total assessed students: 12 in 1 section Total enrolled students: 19
Departmental Exit Exam, Winter 2011	Total assessed students: 13 in 1 section Total enrolled students: 19
On Course Self-Assessment, Fall 2011	Total assessed students: 18 in 1 section Total enrolled students: 23
Departmental Exit Exam, Fall 2011	Total assessed students: 19 in 1 section Total enrolled students: 23

6. Describe how students were selected for the assessment.

   Our assessment plan indicates we will assess all students in at least two sections and then every three years after that. The differences in the number of students assessed compared to the number of students enrolled arises because some students were not present on both pre-test and post-test days of one or both assessments.

II. Results

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

   No changes were made as a result of the previous assessment because goals were met. However, we were constantly improving and adapting instruction, materials, and lesson plans in the course to improve quality and efficacy.

2. List each outcome that was assessed for this report exactly as it is stated on the course master syllabus.

   Outcome 1: Identify and improve current strengths as well as areas for academic, personal, and career growth.
   Outcome 2: Identify proven strategies for creating academic, personal, and career success.

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.***

   See attached raw data.

   Outcome 1: The *On Course* tests 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.

***On Course* Pre and Post Self-Assessment**

	Average Change			
Objective Categories	**Winter 2011**	**Fall 2011**	**Combined**	**Combined (Outliers Dropped)**
Accepting personal responsibility	3.92	3.22	3.50	5.36
Discovering self-motivation	3.42	3.00	3.17	2.79
Mastering self-management	3.33	6.89	5.47	5.57
Employing interdependence	7.58	1.50	2.13	1.79
Gaining self-awareness	3.50	7.67	6.00	5.57
Adopting lifelong learning	4.50	6.72	5.83	5.29
Emotional Intelligence	0.92	5.94	2.43	3.46
Believing in myself	6.50	4.61	5.37	5.64

Outcome 2: The Department Exit test presents students with eight different scenarios representing problems related to positive behaviors developed in the course. Students choose from four possible strategies to solve each problem, and they explain why they think their solution is correct. 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 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.

Department Exit Test – Winter 2011

Average score of 80% and of the students assessed, 77% scored above 75%.

Department Exit Test – Fall 2011

Average score of 78% and of the students assessed 68% scored above 75%.

Department Exit Test – Combined (Fall and Winter 2011)

Average score of 79% and of the students assessed 72% scored above 75%.

4. For each outcome assessed, indicate the standard of success used, and the percentage of students who achieved that level of success. ***Please attach the rubric/scoring guide used for the assessment.***

See attached scoring guide for Departmental Exit Test.

For Outcome 1, we wanted to see an average increase of 5 points on the 80 point scale for each indicator. After combining the scores for Fall and Winter, as well as dropping outliers (the largest positive and negative change) we met or exceeded our goal of a 5 point increase for all but 3 indicator(s): Self-motivation, Employing Interdependence, and Emotional Intelligence.

For Outcome 2, we wanted 75% of the students assessed to receive a 75% or better (30 out of 40 points) on the Departmental Exit test. We exceeded this goal in both Fall 2011, but not Winter. The average Exit Exam scores for Fall and Winter as well as the combined average were all above 75%. Unfortunately, less than 75% of the students assessed in Winter scored above 75%; an effect that was also observed in the combined Fall and Winter scores.

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

Strengths:
Outcome 1 & 2: 72% of students were able to identify and improve current strengths as well as areas for academic, personal, and career growth. Additionally, they were able to identify proven strategies for creating academic, personal, and career success.

Weaknesses:
Outcome 1: Pretest scores on the self-assessment scores may be confounded because students are not yet familiar with some of the concepts being tested. This may explain why some pre-test scores are higher than post-test scores. Additionally, because the sample size is so small, any extreme score in a small sample size can skew the data.

Outcome 2: Currently, the Departmental Exit Exam is not a graded component of the course. As a result, student may be less inclined to take the exam seriously (e.g. engaging in exam preparation, providing a complete answer, attending class on the day that it is administered, etc.).

III. 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.

To address the weaknesses identified in this assessment cycle, the following changes will be implemented immediately:

- Increase assessment sample size from 2 sections to 4 sections.
- Eliminate Outliers when analyzing pre and post-assessment data (as any extreme score in a small sample size can skew the data)
- Include Exit Exam scores into the course graded structure (to improve the seriousness with which students approach their work).

- Improve and adapt instruction, materials, and lesson plans in the course to improve quality and efficacy.

2. Identify 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.
   a. ☐ Outcomes/Assessments on the Master Syllabus
      Change/rationale:

   b. ☐ Objectives/Evaluation on the Master Syllabus
      Change/rationale:

   c. ☐ Course pre-requisites on the Master Syllabus
      Change/rationale:

   d. ☐ 1st Day Handouts
      Change/rationale:

   e. x☐ Course assignments
      Change/rationale:
      The Departmental exit exam will be included as a graded component of the course.

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

   g. x☐ Instructional methods
      Change/rationale:
      To improve quality and efficacy.

   h. x☐ Individual lessons & activities
      Change/rationale:
      To improve quality and efficacy.

3. What is the timeline for implementing these actions? Changes were implemented in Winter 2012.

IV. Future plans

1. Describe the extent to which the assessment tools used were effective in measuring student achievement of learning outcomes for this course.

   The assessment tools were effective.

2. If the assessment tools were not effective, describe the changes that will be made for future assessments.

3. Which outcomes from the master syllabus have been addressed in this report?
   All _X_ Selected _ __

If "All", provide the report date for the next full review: _____Winter 2015_____.

If "Selected", provide the report date for remaining outcomes: _ _____

Submitted by:

Print: **Jessica Hale**_____ **Signature** _____ **Date:** 2/20
Faculty/Preparer

COURSE ASSESSMENT REPORT

Print: Bonnie Arnett **Signature** [signature] **Date:** 2/21/12
Department Chair

Print: Bill Abernethy **Signature** [signature] **Date:** FEB 22 2012
Dean/Administrator

COURSE ASSESSMENT REPORT

I. Background Information

1. Course assessed: Student Success Seminar
   Course Discipline Code and Number: ACS 095
   Course Title: Student Success Seminar
   Division/Department Codes: Humanities and Social Sciences

2. Semester assessment was conducted (check one): Please note two semesters of data assessed.
   - ☒ Fall 2007 (see below)
   - ☒ Winter 2008 (see below)
   - ☐ 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 – exit test
   - ☐ Capstone experience (specify):
   - ☒ Other (specify): On Course Self-Assessment Pre-test and Post-test

4. Have these tools been used before?
   - ☐ Yes
   - ☒ No, ACS 095 was a new course in Fall 2007

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

5. Indicate the number of students assessed/total number of students enrolled in the course.

   Data collected and analyzed for six semesters for both tools as follows:

On Course Self-Assessment, Winter 2008	**Total assessed students: 16 in 2 sections** **Total enrolled students: 30 in 2 sections**
Department Exit Test, Winter 2008	**Total assessed students: 16 in 2 sections** **Total enrolled students: 30 in 2 sections**
On Course Self-Assessment, Fall 2007	**Total assessed students: 12 in 1 section** **Total enrolled students: 17 in 1section**
Department Exit Test, Fall 2007	**Total assessed students: 12 in 1 section** **Total enrolled students: 17 in 1 section**

6. Describe how students were selected for the assessment.

   Our assessment plan indicates we will assess all students in at least two sections for Winter 2008 and then every three years after that. Additionally we have included data for the Fall 2007 section which was the first semester the course ran. The differences in the number of students assessed compared to the number of students enrolled arises because some students were not present on both pretest and posttest days of one or both assessments. Overall the cumulated data is sufficiently representative to meet the criteria of our plan.

COURSE ASSESSMENT REPORT

II. Results

1. Briefly describe the changes that were implemented in the course as a result of the previous assessment.
   No changes are being made as a result of the assessment because we have met our goals. However, we are constantly improving and adapting instruction, materials and lesson plans in the course to improve quality and freshness

2. State each outcome (verbatim) from the master syllabus for the course that was assessed.

   1. Identify and improve current strengths as well as areas for academic, personal and career growth.
   2. Identify proven strategies for creating academic, personal and career success.

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.***

Outcome 1: 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.

On Course Pre and Post Self-Assessment – Winter 2008

Objective Categories	**Average Increase**
Accepting personal responsibility	+ 2.93
Discovering self-motivation	+11.87
Mastering self-management	+4.87
Employing interdependence	+5.94
Gaining self-awareness	+5.13
Adopting lifelong learning	+7.75
Developing emotional intelligence	+5.38
Believing in myself	+7.37

On Course Pre and Post Self-Assessment – Fall 2007

Objective Categories	**Average Increase**
Accepting personal responsibility	+3.00
Discovering self-motivation	+6.92
Mastering self-management	+0.16
Employing Interdependence	-1.33
Gaining self-awareness	+7.33
Adopting lifelong learning	+7.33
Developing emotional intelligence	+2.50
Believing in myself	+5.00

Outcome 2: The Department Exit test presents students with six different scenarios representing problems relating to the positive behaviors developed in the course. Students choose from four possible strategies to solve to each problem and they explain why they think their solution is the right one in each instance. Each choice receives a point value of 0 points, 1 point, 3 points or 5 points. The maximum score is 30. We want a score of 22.5 out of 30 or better (75%) . The positive behavioral strategies assessed are accepting personal responsibility, discovering self-motivation, mastering self-management, employing interdependence, gaining self-awareness, and adopting lifelong learning.

Department Exit Test – Winter 2008

Average Score 88.71% and of the students assessed, 88% scored above 75%.

Department Exit Test – Fall 2007

Average Score 93.33% and all of the students assessed scored above 75%.

4. For each outcome assessed, indicate the standard of success used, and the percentage of students who achieved that level of success. ***Please attach the rubric/scoring guide used for the assessment.***

   For each outcome we achieved our goals.

   For Outcome 1, we wanted to see an average increase of 5 points on the 80 point scale for each indicator. Students performed better during Winter 2008 than Fall 2007. By the Winter, we met or exceeded our goal of a 5 point increase for all but one indicator which was *accepting personal responsibility* where we saw an average increase of 3 in Fall 2007 and 2.93 in Winter 2008.

   For Outcome 2, we wanted 75% of the students assessed to receive 75% or better (22.5 out of 30) on the Department Exit test. We exceeded this goal in both the Fall 2007 and Winter 2008 semesters.

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

   1. Strengths: Students were able to identify and improve current strengths as well as areas for academic, personal and career growth. Additionally they were able to identify proven strategies for creating academic, personal and career success.

      Weaknesses: None found.

III. 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.

   At this point we have not identified any weaknesses and so we have not made any changes.

2. Identify 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.
   a. ☐ Outcomes/Assessments on the Master Syllabus
      Change/rationale:

   b. ☐ Objectives/Evaluation on the Master Syllabus
      Change/rationale:

   c. ☐ Course pre-requisites on the Master Syllabus
      Change/rationale:

   d. ☐ 1st Day Handouts
      Change/rationale:

   e. ☐ Course assignments
      Change/rationale:

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

   g. ☐ Instructional methods
      Change/rationale:

   h. ☐ Individual lessons & activities
      Change/rationale:

COURSE ASSESSMENT REPORT

3. What is the timeline for implementing these actions? Change as of Fall 2008

IV. Future plans

1. Describe the extent to which the assessment tools used were effective in measuring student achievement of learning outcomes for this course.

   The assessment tools were extremely effective.

2. If the assessment tools were not effective, describe the changes that will be made for future assessments.

   NA.

3. Which outcomes from the master syllabus have been addressed in this report?
   All __X__ Selected _____
   If "All", provide the report date for the next full review: ___2011_____.
   If "Selected", provide the report date for remaining outcomes: _____.

Submitted by:

Name: Joan Lippens _____ Date: June 26, 2008
Print/Signature

Department Chair: Elizabeth Warner _____ Date: June 26, 2008
Print/Signature

Dean: Bill Abernethy _____ Date: JUN 3 0 2008
Print/Signature

logged 7/1/08 SJ