

**Course Assessment Report  
Washtenaw Community College**

Discipline	Course Number	Title
English	075	ENG 075 01/06/2021-Basic College Reading and Writing
Division	Department	Faculty Preparer
Humanities, Social and Behavioral Sciences	English & College Readiness	Julie Kissel
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: Apply active reading and learning strategies to expand reading vocabulary and improve reading competencies.

- Assessment Plan
  - Assessment Tool: Departmentally-created reflective capstone project.
  - Assessment Date: Fall 2021
  - Course section(s)/other population: Students enrolled and attending the course within the final 2 weeks of the semester: two sections will be offered in 2020.
  - Number students to be assessed: At least 15 students will be assessed or all sections

- How the assessment will be scored: Departmentally-developed rubric
- Standard of success to be used for this assessment: 75% of the students will score 73% (C) or higher on the reflective capstone project.
- Who will score and analyze the data: Department faculty will blind-score the reflective capstone project. The data will be analyzed by department faculty.

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)

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

# of students enrolled	# of students assessed
	6

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 roster reached 11 students at one point prior to the start of class, but after the first week and a chance to advise students who exceeded the reading and writing levels, the class ran with 6 students.

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 class was offered for the first time during fall 2020. Due to COVID-19, the class was offered in a virtual format on Tuesdays and Thursdays.

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

All students were required to submit a final portfolio to demonstrate and reflect on this term by applying their active reading and editing skills to work produced throughout this semester. The work was scored using a rubric set up in Blackboard gradebook.

Students were given the following instructions:

**First step:** Pick 3 pieces from this term to review for this project: 1 formal assignment; 1 Writing Center assignment; and one journal response

**Second step:** Review, annotate, and edit your three pieces identifying the main idea, key support evidence, and formal structures used. You will need to include these drafts for the portfolio.

**Third step:** Create new drafts integrating your changes from the second step.

**Fourth step:** Create a reflection paper that includes an introduction about the 3 pieces you picked, followed by 3 brief paragraphs that include the information below about each piece and why you picked it. End with a conclusion paragraph noting any overall changes or reflections on the term.

- What do you like about it?
- What do you dislike about?
- How do you think you improved the piece?
- How might you use this information or writing style in your academic or personal life?
- Any other comments about this assignment?

The scoring rubric with data is attached to this report.

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

Based on the rubric, students were able to demonstrate effectively their ability active reading and learning strategies and reflect on work completed throughout the term.

Student scores on final portfolio: 3 students (50%) scored at 90% or higher; 2 students (33%) scored at 80 - 89%; 1 student (17%) achieved the minimum acceptable score of 73%.

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

All of the students completed each part of the assignment. They were able to show using note-taking and edit tools what was important in each piece and then reflect on the original work and complete a revision. Most of the students reported that in previous educational experiences, they completed work quickly, without any process or revision. They were each able to define methods that work for them and employ them across a variety of class activities.

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 of success set for this course, students would benefit from additional practice using a variety of techniques for note-taking and active reading prior to editing. More assignments throughout the term need to include more opportunities to show process and reflect at the time of the original work. Students could also benefit from additional peer editing and discussion. As this class was taught for the first time in a virtual setting, students performed well given the circumstances, and the department is sure that this new course will be a valuable option for students at reading level 3/4 and writing level 2.

Outcome 2: Demonstrate satisfactory-level skill, as set by the department, writing independently in-class paragraph(s) of at least 8 sentences under the observation of the instructor without the benefit of electronic or other means of tutorial intervention.

- Assessment Plan
  - Assessment Tool: In-class writing (one or two paragraphs)
  - Assessment Date: Fall 2021
  - Course section(s)/other population: All students enrolled and attending during the final two weeks of the semester.
  - Number students to be assessed: At least 15 students will be assessed or all sections
  - How the assessment will be scored: The paragraph(s) will be blind-scored by faculty using a departmentally-developed rubric.
  - Standard of success to be used for this assessment: 75% of the students will score at a satisfactory level (6 of 8 of 75% or higher) on the capstone writing assessment.
  - Who will score and analyze the data: The data will be analyzed by department faculty.

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)

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

# of students enrolled	# of students assessed
	6

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 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 were assessed.

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

The students were required to complete a summary and response (2 paragraphs), using an article provided in class. They were given the following instructions:

Work should be completed using standard MLA format and include topic sentences that have a clear subject and focus (opinion) that guides the entire paragraph and can be supported with details. The support for each paragraph needs to include adequate details to support the topic sentence, but not so many that the reader is overwhelmed. There is a focus on the quality of details over the quantity. The writing must also be coherent and be organized using methods learned throughout the term. (One common method is chronological order.) The writing must also be unified, demonstrating the ability to focus on a topic—one idea at a time. The writing is also reviewed for grammar and mechanics, employing standard written English appropriate for academic work.

The paragraphs were then assessed using departmentally-designed rubrics developed and published in the departmental Writing Center manuals. The grading rubric with data is included in the attached files.

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

Based on the data, 5 out of 6 students earned a 73% or better on this sample. One student earned a 70%, failing to demonstrate control over format, topic sentences, and coherence. While some students struggled to use standard written English or develop enough support, all of the students were able to provide samples that met

the minimum standards of the assignment. For all of these students, they have chosen to take the next English course and will continue to practice these formal academic structures for a variety of writing needs.

All of the students completed each part of the assignment. They were able to show using notetaking and edit tools what was important in each piece and then reflect on the original work and complete a revision. Most of the students reported that in previous educational experiences, they completed work quickly, without any process or revision. They were each able to define methods that work for them and employ them across a variety of class activities.

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

Because of the virtual classroom and dependence upon computer usage, students demonstrated excellent control over academic format and application of writing tools through Word and Google Docs. Students were able to organize ideas, develop these ideas, and remain on topic consistently. Over the course of the term, students also increased their speed at completing writing assignments and were able to show a clear progression through the writing process.

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 standard of success was met, future classes must continue to focus on development of topic sentences that clearly indicate purpose and structure of the writing. There must also be continued focus on grammar and mechanics, moving from informal language use to more formal academic standards needed for college-level work.

### 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.

Not Applicable. This course is running for a second time during winter 2021.

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 was designed specifically for students at level 3/4 reading and level 2 writing. Instead of taking ACS 107 and ENG 050/051 for 8 credits, ENG 075 allows students to cover the same material in a 6-credit class that focuses on the

relationships between college reading and writing. The coursework is designed to show the continuum and processes needed to actively read and decode material and then use this information to create written work to meet a variety of needs and set patterns.

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

The English and College Readiness department has been actively involved in the creation and running of the class. The Department has been continuously working to determine placement and progression through all of our courses. Students have a variety of paths from which to choose and access to the Writing Center for additional support. The work done with ENG 075 will inform the Department's future decisions about program and placement changes that will best support student needs.

4. Intended Change(s)

Intended Change	Description of the change	Rationale	Implementation Date
Pre-requisite	As this is a new course with specific pre-requisites for both reading and writing, the Department will continue to work with advising and the registrar's office to make sure students are being placed appropriately and are aware of this course option.	The course is running for a second time in winter 2021, so issues with prerequisites will be reviewed again and plans to market this course for future terms will be considered moving forward.	2021
Course Assignments	While the standard of success was met, future classes must continue to focus on development of topic sentences that clearly indicate purpose and structure of the writing. There must also be continued	Additional assignments will provide students with more practice that will support improved student learning.	2021

	focus on grammar and mechanics, moving from informal language use to more formal academic standards needed for college-level work.		
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5. Is there anything that you would like to mention that was not already captured?

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The English and College Readiness department has been actively involved in the creation and running of the class. The Department has been continuously working to determine placement and progression through all of the courses. Students have a variety of paths from which to choose and access to the Writing Center for additional support. The work done with ENG 075 will inform the Department's future decisions about program and placement changes that will best support student needs.

ENG 075 is running for a second time in winter 2021. As this course is only conditionally-approved, I will submit any revisions to the master syllabus based on this assessment report and any departmental input.

### III. Attached Files

[Jan 2021 ENG 075  
ENG 075 data](#)

**Faculty/Preparer:** Julie Kissel **Date:** 01/11/2021  
**Department Chair:** Carrie Krantz **Date:** 01/13/2021  
**Dean:** Scott Britten **Date:** 01/28/2021  
**Assessment Committee Chair:** Shawn Deron **Date:** 02/25/2021