

**Course Assessment Report
Washtenaw Community College**

Discipline	Course Number	Title
Academic Skills (new)	122	ACS 122 04/27/2022- Career Decision Making
College	Division	Department
Humanities, Social and Behavioral Sciences	Humanities, Social and Behavioral Sciences	English & College Readiness
Faculty Preparer		Jessica Hale
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?

Yes

The last assessment report was 01/06/2017, assessed through Fall 2016.

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

The standard for success was met for both Student Learning Outcomes.

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

To improve grading consistency, the Career Portfolio rubric was updated. These changes went into effect in Fall 2017.

II. 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 which is a self-evaluation
 - Assessment Date: Winter 2020
 - Course section(s)/other population: All
 - Number students to be assessed: All

- How the assessment will be scored: Pre and post survey responses will be entered into a database from student surveys.
- Standard of success to be used for this assessment: 80% of the students will increase their self-assessment score by 20% or more
- Who will score and analyze the data: ACS faculty will enter data from self-assessments 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)
2021, 2019	2022	

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

# of students enrolled	# of students assessed
52	45

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.

Students who withdrew from the term or received an incomplete are not included in this data. Additionally, the students who did not complete both the pre/post assessment are not included in this report.

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 sections of this course offered in the last three years are included in this data with the exception of one section from Winter 2020. The instructor for the section has left the college and the preparer was unable to reach her. The data was not recorded in a Blackboard site.

The course has only been offered in a face-to-face format. Sessions were offered during the day on Fridays or Saturdays.

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

The tool used to assess increased self-awareness related to career interests, values, goals, personality, preferences and skills is a Pre-Post Skill Assessment developed by faculty. It used a Likert scale numbered from 1 to 5 with 1 being the lowest level of knowledge about the topic. There were 45 points possible (higher scores

indicate strong self-awareness about career interests, values, goals, personality, preferences and skills). The assessment was scored by the course instructor.

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

Students met the standard of success. All of the students (45/45) that completed the Pre-Post Skill Assessment increased their self-assessment score by 20% or more.

Item analysis revealed that the greatest pre/post change was observed on Item 4 "I can identify my most important work values and use them to identify careers that would satisfy those values" (55% increase in average score) and Item 3 "I know which kinds of careers would be a strong match with my individual personality preference pattern" (53% increase in average score).

That analysis also revealed that the lowest pre/post change was observed on Item 5 "I know how to use the Wise Choice Process or Responsibility Model in making decisions" (32% increase in average score) and Item 6 "I know how to develop a career plan of action for myself" (37% increase in average score).

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

Based on the analysis of pre/post assessment scores, students appear to be making strong gains in self-awareness. The changes in average scores suggest that students grew to better understand the relationship between personal preferences, values, and career satisfaction/fit.

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 demonstrated gains in all areas and met the standard of success, the pre/post assessment there may be a more relevant way to assess meaningful gains in self-awareness.

Rather than using a Likert Scale, we would like to have better insight into the character and direction of students' career growth and development. To that end, we would like to add a cover letter to the career portfolio and use that as the assessment tool for this outcome. Cover letters, by their very nature

address career interests, values, goals, personality, preferences and skills. Further, cover letters have real-world relevance and are a tangible deliverable students can use to help launch their careers.

Outcome 2: Develop a portfolio that captures occupational trends, trends, training and required skills.

- Assessment Plan
 - Assessment Tool: Career planning portfolio
 - Assessment Date: Winter 2020
 - Course section(s)/other population: All
 - Number students to be assessed: All
 - How the assessment will be scored: Departmentally-developed rubric - revised Winter 2017
 - Standard of success to be used for this assessment: 70% of the students will score 70% or higher
 - Who will score and analyze the data: Instructor will score the portfolio. ACS faculty will enter information into database and analyze the portfolio.

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)
2021, 2019	2022	

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

# of students enrolled	# of students assessed
52	48

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.

Students who withdrew from the term or received an incomplete are not included in this data. Additionally, the students who did not complete the Career Planning Portfolio are not included in this report.

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 sections of this course offered in the last three years are included in this data with the exception of one section from Winter 2020. The instructor for the section has left the college and the preparer was unable to reach her. The data was not recorded in a Blackboard site.

The course has only been offered in a face-to-face format. Sessions were offered during the day on Fridays or Saturdays.

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

The tool used to assess the Career Portfolio is a rubric. There are 50 points possible: 10 points for organization, 10 points for content (career assessment results, values inventories, career and educational research), and 30 points for the summary paper (reflections on personal growth, career assessments, career research, educational and career goals).

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

Students met the standard for success. Of the students assessed, 46/48 (96%) of students scored a 70% or higher on the Career Portfolio.

The average score was 97%.

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

The summary paper and content components of the Career Planning Portfolio (e.g., MBTI, career interviews, and career research) provide the students with information necessary to genuinely reflect upon and connect to current and future educational goals.

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 performed well on this assessment, and met the standards for success, we believe it is time to update the portfolio to better align with current business practices and trends.

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.

In the previous report, the need to improve grading consistency on the Career Portfolio was noted. To support this effort, the Career Portfolio rubric was updated. As the average Portfolio score was 97% (higher than all but one semester reported on the last assessment report), this work clarified expectations for students and instructors.

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 appears to be meeting the needs to students. Almost all of the students that start the course, finish it, and do well.

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

The results of this assessment and the ACS 122 action plan will be shared with the faculty during a Department meeting.

4. Intended Change(s)

Intended Change	Description of the change	Rationale	Implementation Date
Assessment Tool	Rather than using a Likert Scale, students will be assessed using the cover letter portion of their career portfolio (to demonstrate increased self-awareness related to career interests, values, goals, personality, preferences and skills).	By examining cover letters, we will have better insight into how students are applying their new learning. Additionally, cover letters have real-world relevance.	2022

Assessment Tool	We will be moving to an online portfolio model and updating the grading rubric.	Our courses needs to be better aligned with current business practices and moving away from paper-based career search tools is essential.	2022
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5. Is there anything that you would like to mention that was not already captured?

N/A

III. Attached Files

[Assessment Data](#)

Faculty/Preparer: Jessica Hale **Date:** 05/12/2022

Department Chair: Carrie Krantz **Date:** 05/13/2022

Dean: Scott Britten **Date:** 05/19/2022

Assessment Committee Chair: Shawn Deron **Date:** 08/18/2022

Course Assessment Report
Washtenaw Community College

Discipline	Course Number	Title
Academic Skills	122	ACS 122 01/06/2017- Career Decision Making
Division	Department	Faculty Preparer
Humanities, Social and Behavioral Sciences	Academic Skills	Bonnie Arnett
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 which is a self-evaluation
 - Assessment Date: Fall 2012
 - Course section(s)/other population: All sections
 - Number students to be assessed: All
 - How the assessment will be scored: Pre and post survey responses will be entered into a database from student surveys. No scoring required.
 - Standard of success to be used for this assessment: 80% of the students will increase their self-assessment score by 20% or more.
 - Who will score and analyze the data: ACS Office Professional Staff will enter data from self-assessments. Departmental faculty will 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, 2015, 2014, 2013	2015, 2014, 2016	

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

# of students enrolled	# of students assessed
228	70

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.

Fall 2013: All students, 17/17, completed both the Pre and Post assessment. There were 2 sections offered Fall 2013 and data was only saved for one.

Winter 2014: 10/11 students in 1 section completed both the Pre and Post assessment. There were 2 sections offered Winter 2014 and data was only saved for one. The students not included in the data either completed just the Pre, or Post or Withdrew from the course; therefore the difference in the enrolled and assessed numbers.

Fall 2014: No Pre/Post data collected.

Winter 2015: 8/11 students in 1 section completed both the Pre and Post assessment. There were 2 sections offered Winter 2015 and data was only saved for one. The students not included in the data either completed just the Pre, or Post or Withdrew from the course; therefore the difference in the enrolled and assessed numbers.

Fall 2015: 10/13 students in 1 section completed both the Pre and Post assessment. There were 2 sections offered Fall 2015 and data was only saved for one. The students not included in the data either completed just the Pre, or Post or Withdrew from the course; therefore the difference in the enrolled and assessed numbers.

Winter 2016: 11/15 students in 1 section completed both the Pre and Post assessment. There were 2 sections offered Winter 2016 and data was only saved for one. The students not included in the data either completed just the Pre, or Post or Withdrew from the course; therefore the difference in the enrolled and assessed numbers.

Fall 2016: 38/44 students in 2 sections completed both the Pre and Post assessment. There were 2 sections offered Fall 2016 and data was collected for both. The students not included in the data either completed just the Pre, or Post or Withdrew from the course; therefore the difference in the enrolled and assessed numbers.

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 course is only offered in a face to face format.

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

The tool used to assess individual increase in self-awareness related to career interests, values, goals, personality, preferences and skills is a Pre-Post Skill Assessment developed by faculty. It uses a likert scale numbered from 1 to 5 with 1 being the lowest level of knowledge about the topic. There are 45 points possible which indicates strong self awareness about career interests, values, goals, personality, preferences and skills. The assessment tool is tabulated by the faculty who teach the course.

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

Fall 2013: 16 of the 17 students who took both the Pre and Post Skills assessment resulted in 94% increasing their self awareness related to career interests, values, goals, personality, preferences and skills by 20% or more.

Winter 2014: 10 of the 10 students who took both the Pre and Post Skills assessment resulted in 100% increasing their self awareness related to career interests, values, goals, personality, preferences and skills by 20% or more.

Fall 2014: No Pre/Post data available

Winter 2015 8 of the 8 students who took both the Pre and Post Skills assessment resulted in 100% increasing their self awareness related to career interests, values, goals, personality, preferences and skills by 20% or more.

Fall 2015: 10 of the 10 students who took both the Pre and Post Skills assessment resulted in 100% increasing their self awareness related to career interests, values, goals, personality, preferences and skills by 20% or more.

Winter 2016: 11 of the 11 students who took both the Pre and Post Skills assessment resulted in 100% increasing their self awareness related to career interests, values, goals, personality, preferences and skills by 20% or more.

Fall 2016: 14 of the 15 students who took both the Pre and Post Skills assessment resulted in 93% increasing their self awareness related to career interests, values, goals, personality, preferences and skills by 20% or more.

Second section: 21 of the 21 students who took both the Pre and Post Skills assessment resulted in 95% increased their self awareness related to career interests, values, goals, personality, preferences and skills by 20% or more.

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

The data from Fall 2013 through Fall 2016 is incomplete; 13 sections were offered during this period of time and only have complete data from 7 sections; partial data from the other 6 sections/1 section no data. The data that is available from the pre/post assessments collected, indicate 97% of those students are increasing their self awareness to related to career interests, values, goals, personality and preference by 20%; which is the standard of success for this 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.

Student achievement is accurately reflected in the current pre/post tests and will continue to be used for this course. A possible improvement would be to administer this assessment through Blackboard; future possibilities of converting will be explored.

Outcome 2: Increase awareness of occupational trends, training, wages and required skills.

- Assessment Plan
 - Assessment Tool: Career Planning Portfolio
 - Assessment Date: Fall 2012
 - Course section(s)/other population: All
 - Number students to be assessed: All
 - How the assessment will be scored: Departmentally-developed rubric
 - Standard of success to be used for this assessment: A minimum of 70% of the students will score 70% or higher on the portfolio.
 - Who will score and analyze the data: Instructor will score the portfolio. ACS Office Professional Staff will enter information into database. Departmental faculty will analyze the portfolio.

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)
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2016, 2015, 2014, 2013	2015, 2014, 2016	
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2. Provide assessment sample size data in the table below.

# of students enrolled	# of students assessed
228	167

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.

Since this course is only 2 full day sessions, the students who do not attend cannot be dropped until the end of the second class, so actual number of students in attendance is lower than indicated through WCC class roster. Therefore the number of students completing the portfolio reflects the decrease in enrollment.
Data for the portfolio was saved in the gradebook making it accessible for the report; pre/post assessment scores were not recorded in the gradebook; therefore a difference in number of students assessed for Pre/Post and Portfolio.

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 course is only offered in a face to face two full day format.

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

The tool used to assess the Career Portfolio is a rubric which indicates the student's completion based on organization, specific content and a summary paper. There are 50 points possible: 10 points for organization, 10 points for content and 30 points for the summary paper. The rubric scores whether the student has reflected and compiled the required information from class participation and research.

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 standard of success for the Career Portfolio is a minimum of 70% of the students will score 70% or higher.
Fall 2013: 15 of the 17 students completed the Career Portfolio. 88% of these students scored 70% or better.

Winter 2014: 9 of the 11 students completed the Career Portfolio. 82% of these students scored 70% or better.

Fall 2014: 15 of the 21 students completed the Career Portfolio. 71% of these students scored 70% or better.

Winter 2015: 6 of the 8 students completed the Career Portfolio. 75% of these students scored 70% or better.

The second section: 7 of the 7 students completed the Career Portfolio. 100% of these students scored 70% or better.

Fall 2015: 10 of the 13 students completed the Career Portfolio. 77% of these students scored 70% or better.

The second section: 12 of the 16 students completed the Career Portfolio. 75% of these students scored 70% or better.

Winter 2016: 12 of the 16 students completed the Career Portfolio. 80% of these students scored 70% or better.

The second section: 9 of the 14 students completed the Career Portfolio. 64% of these students scored 70% or better.

Fall 2016: 19 of the 22 students completed the Career Portfolio. 86% of these students scored 70% or better.

The second section: 19 of the 21 students completed the Career Portfolio. 90% of these students scored 70% or better.

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

The components of the Career Planning Portfolio, MBTI, Strong Interest Inventory, and career interview provide the student with information to genuinely reflect upon and connect to current and future educational goals which results in increased awareness of occupational trends, training, wages and required skills.

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.

Having met the standard of success, this courses will continue to have students identify resources through the WCC Career and Counseling web page, students access web sites that increase awareness of occupational trends, training, wages and required skills of their career of choice. Continuous improvement will focus on the instructor keeping abreast of career trends and teaching strategies to engage students.

Outcome 3: Create a Career Planning Portfolio.

- Assessment Plan
 - Assessment Tool: Career Planning Portfolio
 - Assessment Date: Fall 2012
 - Course section(s)/other population: All
 - Number students to be assessed: All
 - How the assessment will be scored: Departmentally-developed rubric
 - Standard of success to be used for this assessment: A minimum of 70% of the students will score 70% or higher on the portfolio.
 - Who will score and analyze the data: Instructor will score the portfolio. ACS Office Professional Staff will enter information into database. Departmental faculty will analyze the portfolio.

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, 2015, 2014, 2013	2015, 2014, 2016	

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

# of students enrolled	# of students assessed
228	167

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.

Since this course is only 2 full day sessions, the students who do not attend cannot be dropped until the end of the second class, so actual number of students in attendance is lower than indicated through WCC class roster. Therefore the number of students completing the portfolio reflects the decrease in enrollment.
 Data for the portfolio was saved in the gradebook making it accessible for the report: pre/post assessment scores were not recorded in the gradebook; therefore a difference in number of students assessed for Pre/Post and Portfolio.

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 course is only offered in a face to face two full day format.

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

The tool used to assess the Career Portfolio is a rubric which indicates the student's completion based on organization, specific content and a summary paper. There are 50 points possible: 10 points for organization, 10 points for content and 30 points for the summary paper. The rubric scores whether the student has reflected and compiled the required information from class participation and research.

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 standard of success for the Career Portfolio is a minimum of 70% of the students will score 70% or higher.

Fall 2013: 15 of the 17 students completed the Career Portfolio. 88% of these students scored 70% or better.

Winter 2014: 9 of the 11 students completed the Career Portfolio. 82% of these students scored 70% or better.

Fall 2014: 15 of the 21 students completed the Career Portfolio. 71% of these students scored 70% or better

Winter 2015: 6 of the 8 students completed the Career Portfolio. 75% of these students scored 70% or better.

The second section: 7 of the 7 students completed the Career Portfolio. 100% of these students scored 70% or better.

Fall 2015: 10 of the 13 students completed the Career Portfolio. 77% of these students scored 70% or better.

The second section: 12 of the 16 students completed the Career Portfolio. 75% of these students scored 70% or better.

Winter 2016: 12 of the 16 students completed the Career Portfolio. 80% of these students scored 70% or better.

The second section: 9 of the 14 students completed the Career Portfolio. 64% of these students scored 70% or better.

Fall 2016: 19 of the 22 students completed the Career Portfolio. 86% of these students scored 70% or better.

The second section: 19 of the 21 students completed the Career Portfolio. 90% of these students scored 70% or better.

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

Based on the Portfolio evaluation the percentage of students that scored 70% or higher has been consistent over the past three years; only one section had percentages less than 70%; 64%. A strength of this course is students learning how to compile and connect the components necessary to effectively research a career. The summary paper reflects the ability of the student to internalize their career journey and promotes the ability to continue career exploration throughout their lifetime.

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.

Based on the Portfolio evaluation of 11 sections over the past three years, the course has met the standard of success =81%. As a means of improving this percentage, a revised rubric will be initiated winter 2017. The past rubric was ambiguous in the specific content requirements resulting in inconsistent grading and interpretation. The revised rubric clearly identifies each expectation with specific grading points based on compete or missing components of the Portfolio. The clearly defined expectations improve the learning outcome because the instructor grading will be consistent.

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?

This course meets the standard of success expected for students through the Career Portfolio research process. Even though according to the assessment tool the achievement was verified, I feel the need to implement an updated and concise measuring tool for all faculty. This will establish consistency across all faculty for grading and data analysis.

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

Shared with instructors who teach this course and the Department Chair at the beginning of Winter 2017 semester.

3. Intended Change(s)

Intended Change	Description of the change	Rationale	Implementation Date
Other: Grading Rubric	To maintain consistency in the student assessment of the career portfolio, the rubric has been redesigned and updated.	This revision will improve consistency for grading of the career portfolio.	2017

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

5.

III. Attached Files

- [Career portfolio rubric](#)
- [ACS 122 FA 16](#)
- [ACS 122 FA 13](#)
- [ACS 122 FA 15](#)
- [ACS 122 WI 14](#)
- [ACS 122 WI 15](#)
- [ACS 122 WI 16](#)

Faculty/Preparer: Bonnie Arnett **Date:** 04/13/2017
Department Chair: Bonnie Arnett **Date:** 04/13/2017
Dean: Kristin Good **Date:** 04/17/2017
Assessment Committee Chair: Michelle Garey **Date:** 08/31/2017