

**Course Assessment Report
Washtenaw Community College**

Discipline	Course Number	Title
English	111S	ENG 111S 01/21/2022- Composition I Supplemental Support
College	Division	Department
Humanities, Social and Behavioral Sciences	Humanities, Social and Behavioral Sciences	English & College Readiness
Faculty Preparer		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 critical reading and thinking strategies to analyze and accurately interpret complex texts used in ENG 111 (e.g., academic essays and research).

- Assessment Plan
 - Assessment Tool: Capstone Project
 - Assessment Date: Fall 2024
 - Course section(s)/other population: All students in ENG 111S.
 - Number students to be assessed: All students in ENG 111S.
 - How the assessment will be scored: Departmentally-developed rubric

- Standard of success to be used for this assessment: 70% of the students will score "C" level (Pass) or better.
- Who will score and analyze the data: Course instructors will score data and departmental faculty will analyze the results.

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
	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.

Based on institutional data, 106 students were enrolled in ENG 111S during Fall 2021. Ten students withdrew from the course. Forty-nine students did not complete the course, stopped attending or did not submit the portfolio. The remaining 47 (49%) students completed the assignment but only 28 (29%) of the portfolios were scored using the embedded grading rubric. The other 19 portfolios were graded but the assessment data was not available for use. Therefore, 28 students were assessed.

Background: This was a new course, conditionally approved and run for the first time in the fall of 2021. The supplemental instruction model was new for us and we had several challenges with the setup and registration. Students were not making sure that they enrolled in the same part of term for both classes. Therefore, some instruction was out-of-synch for those students. Other students registered for different modalities, which could be an added challenge. Instructors were developing and improving the class as it was being taught.

Much has been learned from our first experience with supplemental instruction. The registration issues have all been address so that students are in sections that align. We expect that this will reduce the number of students who withdraw from the class or simply stop attending. In future assessments, we expect a larger sample size.

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.

Sections were taught virtually in Fall 2021 with both day and night classes.

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

The 28 portfolios were scored with a rubric using 7 criteria. Each criterion was scored on 0-4 scale (0 = not included in portfolio, 1 = unacceptable, 2 = weak, 3 = acceptable, or 4 = excellent) for a possible 28 points. Students needed to score 21 or more points in order to meet the standard of success.

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

Of the seven criteria on the rubric, students consistently submitted the requisite number of summary entries (100%), provided a main idea (100%), supporting details (89%) and considered the qualifications of the source creators and used a variety of sources (72%), and including five sources (100%). Students did struggle the most with formatting citations (65%) and assessing the credibility and reliability of each source (58%).

Please see the Capstone Portfolio Data attached to this report for a complete review of the data.

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

Students were consistently able to complete the capstone project according to the directions. As this project was a compilation of activities over the semester, students were able to practice, improve, and demonstrate their ability to use, analyze, and synthesize information relevant to their academic writing needs.

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.

Students did struggle the most with using formal academic structures and citations consistently as defined by MLA or APA (65%). This requires time and practice to learn. In addition, the ability to determine the credibility and reliability of sources requires experience with sources and an understanding of where the data is coming

from. The understanding of nuances that can differentiate reliable sources from unreliable sources takes time and experience. As this class continues to take shape, instructors will employ a variety of activities and opportunities to engage with the material in meaningful ways to produce consistent outcomes.

Outcome 2: Analyze and apply structures and process of research-based writing done in ENG 111.

- Assessment Plan
 - Assessment Tool: Reflection Essay
 - Assessment Date: Fall 2024
 - Course section(s)/other population: All students
 - Number students to be assessed: All students
 - How the assessment will be scored: Departmentally-developed rubric
 - Standard of success to be used for this assessment: 70% of the students will score "C" level (Pass) or better
 - Who will score and analyze the data: Course instructors will score data and departmental faculty will analyze the results.

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
	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.

Based on institutional data, 106 students were enrolled in ENG 111S during Fall 2021. 10 students withdrew from the course. Forty-nine students did not complete the course, stopped attending or did not submit the portfolio. The remaining 47 (49%) students completed the reflection paper but only 29 (61%) of the portfolios were scored using the embedded grading rubric. The other 19 portfolios were

graded but the assessment data was not available for use. Therefore, 29 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.

Sections were taught virtually in Fall 2021 with both day and night classes.

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

The 29 reflection surveys were scored with a rubric using 10 criteria. Each criterion was scored on 0-4 scale (0 = not included in portfolio, 1 = unacceptable, 2 = weak, 3 = acceptable, or 4 = excellent) for a possible 40 points. Students needed to score 29 or more points in order to meet the standard of success.

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

Of the 10 criteria, most students consistently submitted the required work and process, used MLA or APA, had in-text citations from essay used as part of the review, created an introduction paragraph with thesis for the reflection, discussed personal writing process, revision and editing process, and had a conclusion paragraph. For each criterion, more than 70% of the students scored a 3 or 4. This meets the standard of success.

Please see the Reflection Essay Data attached to this report for a complete review of the data.

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

The Reflection Essay allowed students to share their experience working with formal structures and gain the confidence needed to apply the writing process to a variety of writing projects. Many students noted their discovery of a personal writing routine that would allow them a greater chance to be successful with a variety of writing projects.

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.

The areas where students scored in below accepted provide essays that did not include proper in-text citations or works cited/reference pages. Of the students who had difficulty, it was most often with following directions (6), correct in-text citations entry #1 (8), correct in-text citations entry #2 (8) or missing a conclusion paragraph (5).

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.

This assessment is of the first semester of the course. The department will continue to modify the course activities to meet the students' needs in the future.

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?

As this was a new course, the department is encouraged by the results. This course is allowing students placing below college-level placement requirements to take ENG 111 while working on their skills, instead of taking stand-alone courses prior to ENG 111. For those students who remained engaged in the course, there was great potential to do well. For many of the sections though, many students indicated they were overwhelmed with the work in ENG 111S and ENG 111 and were not ready for the accelerated pace and rigor of the courses.

It was also evident from the start of the courses that the students' 111S class needed to match term length and modality (when possible). All of the sections had a mix of these, and this created undue stress for students and instructors. This has since been corrected for Winter term, and we've also launched paired courses so all of the students in a single 111S class come from a single 111 class. We will look over these results at the end of the winter term.

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

The department continues regular discussion around the course design and how best to support students who were traditionally part of the developmental education sequence. The department is continuing to work on placement standards and guidance for the Advisors. In the spring/summer, the 111S classes will be paired with a single 111 class and there will be continued training for all

instructors (part-time and full-time) involved. The Bb course master will also be reviewed and updated so that each 111S course will have a baseline of materials and activities set for any instructor to use. In the fall, the department hopes to add additional seats so that we may be able to serve 150 or more students compared to the 100+ in Fall 2021.

4.

Intended Change(s)

Intended Change	Description of the change	Rationale	Implementation Date
Course Assignments	The Bb course master will also be reviewed and updated to that each 111S course will have a baseline of materials and activities set for any instructor to use. In the fall, the department hopes to add additional seats so that we may be able to serve 150 or more students compared to the 100+ in Fall 2021.	The current instructors of ENG 111S want to be sure there is a variety of opportunities for students to build their skills while making sure common assignments and activities are understood and followed. This will require many discussions and the department is committed to creating a "training" manual or guidelines so instructors are best able to support their students.	2022
Course Assignments	Add additional exercises for following directions, formatting citations, assessing the credibility and reliability of sources, using in-text citations and	Students did struggle the most with formatting citations (10) and assessing the credibility and reliability of each source (10), with following directions (6), correct in-text	2022

	developing conclusion paragraphs.	citations entry #1 (8), correct in-text citations entry #2 (8) or including a conclusion paragraph (5).	
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5. Is there anything that you would like to mention that was not already captured?

In the reflection samples, students noted the time needed to attend to writing activities and do them well. They often noted that when given an opportunity to work with tutors or instructors, the outcome was better. However, students struggled with the pace of their classes and finding that time to apply the many standards to their writing assignments in all classes, specifically ENG 111. Helping students learn how to best use their time depending on the writing activity will be a focus in ENG 111S as this class continues to support ENG 111.

The department also looked at the overall success rates in the course as a means to determining student success.

ENG 111S Overall Success Rates Fall 2021

N = 106

56/106 = 52.8%	Passed
40/106 = 37.7%	Not Passed
10/106 = 9.4%	Withdrawn

Seven percent of the ENG 111 students were also enrolled in ENG 111S

Students also enrolled in ENG 111S constituted six percent of the students who passed ENG 111

III. Attached Files

[Fall 2021 ENG 111S data](#)

Faculty/Preparer: Julie Kissel **Date:** 02/16/2022
Department Chair: Carrie Krantz **Date:** 02/17/2022
Dean: Scott Britten **Date:** 02/17/2022
Assessment Committee Chair: Shawn Deron **Date:** 03/28/2022