

Course Assessment Report  
Washtenaw Community College

Discipline	Course Number	Title
Academic Skills	105	ACS 105 07/12/2013-Advanced Vocabulary
Division	Department	Faculty Preparer
Humanities, Social and Behavioral Sciences	Academic Skills	Denise Crudup
Date of Last Filed Assessment Report		

**I. Assessment Results per Student Learning Outcome**

Outcome 1: Demonstrate improvement in the use of Latin and Greek prefixes, suffices, and roots to help determine meaning.

- Assessment Plan
  - Assessment Tool: Departmentally-developed pre- and post-test
  - Assessment Date: Winter 2011
  - Course section(s)/other population: All sections with a maximum of up to 100 students. Currently offer one section per semester.
  - Number students to be assessed: All students up to 100
  - How the assessment will be scored: Departmentally-developed scoring keys for pre- and post-test
  - Standard of success to be used for this assessment: The standard of success will be an increase of 30% improvement from the pre- to post-test.
  - Who will score and analyze the data: The department chair and faculty member currently teaching the course will score 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)
	2012	

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

# of students enrolled	# of students assessed
26	16

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.

- |  |
|--|
| <ul style="list-style-type: none"> <li>◦ Twenty-six students were enrolled in the course</li> <li>◦ Sixteen students completed the course</li> <li>◦ Four students either withdrew or were faculty withdrawn</li> <li>◦ Six students did not complete the course (discontinued participation in the course)</li> </ul> |
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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.

Not Applicable
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5. Describe the process used to assess this outcome. Include a brief description of this tool and

how it was scored.

The original assessment plan stated that we would assess the students using a pre-test and a post-test. The practice has changed. A cumulative final exam was created to assess the student learning outcomes.

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 original standard of success was based on improvement between pre-test and post-test. Using the cumulative final exam as the assessment tool requires that the standard of success change. We chose to use a standard of success that 80% of the students would score 74% (C) or better. The standard of success was met for this tool. Fourteen students (87.5%) successfully passed the cumulative exam with a score range from an "A" (99%) to a "C" (74%); two students did not pass the cumulative final exam.

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

Based on this assessment, students met the standard of success.

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.

Currently, there are no plans for continuous improvement. Due to low enrollment, this course has not been offered in the last few semesters. It is unlikely that this course will be offered in subsequent semesters.

Outcome 2: Expand the use of context clues to better define unfamiliar words.

- Assessment Plan
  - Assessment Tool: Departmentally-developed pre- and post-test.
  - Assessment Date: Winter 2011
  - Course section(s)/other population: All sections with a maximum of up to 100 students. Currently offer one section per semester.
  - Number students to be assessed: All students up to 100.
  - How the assessment will be scored: Departmentally-developed scoring keys for pre- and post-test.
  - Standard of success to be used for this assessment: The standard of success will be an increase of 30% improvement from the pre- to the post-test.
  - Who will score and analyze the data: The department chair and faculty member currently teaching the course will score 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)
	2012	

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

# of students enrolled	# of students assessed
26	16

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.

- Twenty-six students were enrolled in the course
- Sixteen students completed the course
- Four students either withdrew or were faculty withdrawn
- Six students did not complete the course (discontinued participation in the course)

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.

Not applicable

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

The original assessment plan called for a pre-test and a post-test. That practice has changed. A cumulative final was created to assess the student learning outcomes.

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 original standard of success was based on improvement between pre-test and post-test. Using the cumulative final exam as the assessment tool requires that the standard of success change. We chose to use a standard of success that 80% of the students would score 74% (C) or better. The standard of success was met for this tool. Fourteen students (87.5%) successfully passed the cumulative exam with a score range from an "A" (99%) to a "C" (74%); two students did not pass the cumulative exam.

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

Based on this assessment, the students met the standard of success.

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.

Currently, there are no plans for continuous improvement. Due to low enrollment, this course has not been offered in the last few semesters. It is unlikely that this course will be offered in subsequent semesters.

Outcome 3: Use dictionary skills on and off-line to help expand and improve vocabulary.

- Assessment Plan

- Assessment Tool: Departmentally-developed pre- and post-test.
- Assessment Date: Winter 2011
- Course section(s)/other population: All sections with a maximum of up to 100 students. Currently offer one section per semester.
- Number students to be assessed: All students up to 100.
- How the assessment will be scored: Departmentally-developed scoring key for pre- and post-test.

- Standard of success to be used for this assessment: The standard of success will be an increase of 30% improvement from the pre- to post-test.
- Who will score and analyze the data: The department head and faculty member currently teaching the course will score 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)
	2012	

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

# of students enrolled	# of students assessed
26	16

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.

- Twenty-six students were enrolled in the course
- Sixteen students completed the course
- Four students either withdrew or were faculty withdrawn
- Six students did not complete the course (discontinued participation in the course)

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.

Not applicable

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

The original assessment plan called for the use of a pre-test and a post-test. That practice has changed. The tool used to assess this outcome were worksheets titled "Dictionary Use." This tool was manually graded by the course's instructor of record.

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 original standard of success was based on improvement between pre-test and post-test. Using the cumulative final exam as the assessment tool requires that the standard of success change. We chose to use a standard of success that 80% of the students would score 74% (C) or better. All actively enrolled students were assessed with 100% of the students successfully completing the assignment with score ranges from an "A" (100%) to a "B-" (81%)

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

Based on the assessment tool, students met the standard for success.

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.

Currently, there are no plans for continuous improvement. Due to low enrollment, this course has not been offered in the last few semesters. It is unlikely that this course will be offered in subsequent semesters.

Outcome 4: Increase recognition of terminology within specialized fields.

- Assessment Plan
  - Assessment Tool: Departmentally-developed pre- and post- test.
  - Assessment Date: Winter 2011
  - Course section(s)/other population: All sections with a maximum of up to 100 students. Currently offer one section per semester.
  - Number students to be assessed: All students up to 100.
  - How the assessment will be scored: Departmentally-developed scoring keys for pre- and post-test.
  - Standard of success to be used for this assessment: The standard of success will be an increase of 30% improvement from the pre- to post-test.
  - Who will score and analyze the data: The department chair and faculty member currently teaching the course will score 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)
	2012	

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

# of students enrolled	# of students assessed
26	16

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.

- Twenty-six students were enrolled in the course
- Sixteen students completed the course
- Four students either withdrew or were faculty withdrawn
- Six students did not complete the course (discontinued participation in the course)

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.

Not applicable

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

The original assessment plan called for the use of a pre-test and a post-test. That practice has changed. A cumulative final exam was created to assess the student learning outcomes.

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 original standard of success was based on improvement between pre-test and post-test. Using the cumulative final exam as the assessment tool requires that the

standard of success change. We chose to use a standard of success that 80% of the students would score 74% (C) or better. Students were evaluated using the cumulative final exam which contained a random sample of the vocabulary studied throughout the semester. Of the actively enrolled students, 88% successfully passed the final exam with a score of 74% or higher.

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

The goal of the textbook used for ACS 105, *The World of Words*, is to develop vocabulary for academic disciplines and terminology for specialized professional fields, such as computer science. Successfully passing of periodic chapter tests (with grades of 72% or higher) and/or successfully passing of the cumulative final exam (with grades of 72% or higher) was the process used to assess this outcome.

Both chapter tests and the cumulative final exam were a combination of objective (multiple choice and matching) questions as well as subjective (short answer) questions.

Since fourteen students (87.5%) successfully passed the cumulative exam with a score range from an "A" (99%) to a "C" (74%); two students did not pass the cumulative final exam. The standard of success was met for this tool.

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.

Currently, there are no plans for continuous improvement. Due to low enrollment, this course has not been offered in the last few semesters. It is unlikely that this course will be offered in subsequent semesters.

Outcome 5: Use pronunciation skills to improve word recognition and spelling.

- Assessment Plan
  - Assessment Tool: Departmentally-developed pre- and post-test.
  - Assessment Date: Winter 2011
  - Course section(s)/other population: All sections with a maximum of up to 100 students. Currently offer one section per semester.
  - Number students to be assessed: All students up to 100.
  - How the assessment will be scored: Departmentally-developed scoring keys for pre- and post-test.
  - Standard of success to be used for this assessment: The standard of success will be an increase of 30% improvement from the pre- to the post-test.
  - Who will score and analyze the data: The department chair and faculty member currently teaching the course will score 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)
	2012	

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

# of students enrolled	# of students assessed

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.

- o Twenty-six students were enrolled in the course
- o Sixteen students completed the course
- o Four students either withdrew or were faculty withdrawn
- o Six students did not complete the course (discontinued participation in the course)

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.

Not applicable

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

This outcome was not assessed on the cumulative final exam. Students practiced their pronunciation skills throughout the semester when reading chapter exercises and passages aloud during the class sessions.

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

Actively enrolled students participated during class sessions which received in-class participation points.

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

Although word recognition and spelling were assessed on assignments, chapter tests, and on the cumulative final exam, students' pronunciation skills were not formally assessed. Unlike ESL and other foreign language course offerings, there was not an oral examination component incorporated in ACS 105. Therefore, this outcome was not assessed using a pre-/post-test, on chapter tests, nor on the cumulative final exam.

Students were taught how to improve their pronunciation skills by to learning the correct pronunciation of the Latin and Greek word parts (Outcome #1) and learning how to use the dictionary pronunciation key (Outcome #3). Students practiced their pronunciation skills throughout the semester when reading chapter exercises and passages aloud during the class sessions.

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.

Currently, there are no plans for continuous improvement. Due to low enrollment, this course has not been offered in the last few semesters. It is unlikely that this course will be offered in subsequent semesters.

Outcome 6: Demonstrate improvement in the identification of idiomatic speech in the English language.

Assessment Plan

- o Assessment Tool: Departmentally-developed pre- and post-test.
- o Assessment Date: Winter 2011
- o Course section(s)/other population: All sections with a maximum of up to 100 students. Currently offer one section per semester.
- o Number students to be assessed: All students up to 100.
- o How the assessment will be scored: Departmentally-developed scoring keys for pre- and post-test.
- o Standard of success to be used for this assessment: The standard of success will be an increase of 30% improvement from pre- to post-test.
- o Who will score and analyze the data: The department chair and faculty member currently teaching the course will score and analyze the data.

1. Indicate the Semester(s) and year(s) assessment data were collected for this report.

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- o Four students either withdrew or were faculty withdrawn
- o Six students did not complete the course (discontinued participation in the course)

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.

Not applicable

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

The original assessment plan called for the use of a pre-test and a post-test. This practice was changed. This outcome was assessed on the cumulative final exam.

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 original standard of success was based on improvement between pre-test and post-test. Using the cumulative final exam as the assessment tool requires that the standard of success change. We chose to use a standard of success that 80% of the students would score 74% (C) or better. Idioms common to North American English were included on the cumulative final exam. Of the actively enrolled students, 88% met the standard of success with a final exam grade of 74% or higher



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

Based on the assessment, students met the standard of success.

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.

Currently, there are no plans for continuous improvement. Due to low enrollment, this course has not been offered in the last few semesters. It is unlikely that this course will be offered in subsequent semesters.

## 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?

Both English as a second language and native English speakers enrolled in this course to improve their academic and professional vocabulary. Since eighty-eight percent of the actively enrolled students successfully passed the cumulative final exam, this course met the needs of those students.

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

This information will be shared with the department faculty during a scheduled departmental meeting.

Intended Change(s)

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

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

## III. Attached Files

[Appendix A](#)

[Appendix B](#)

[Final Exam Results](#)

[Outcome #3 results](#)

[Outcome #3 sample questions](#)

**Faculty/Preparer:** Denise Crudup

**Date:** 03/11/2014

**Department Chair:** Bonnie Arnett

**Date:** 03/13/2014

**Dean:** Dena Blair

**Date:** 03/19/2014

**Assessment Committee Chair:** Michelle Garey

**Date:** 01/05/2015

**COURSE ASSESSMENT REPORT**

**Background Information**

1. Course assessed:  
 Course Discipline Code and Number: ACS105  
 Course Title: Advanced Vocabulary  
 Division/Department Codes: HSS/ACS
  
2. Semester assessment was conducted (check one):  
 Fall 20\_\_  
 Winter 20\_\_  
 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):
  
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.

5. Indicate the number of students assessed/total number of students enrolled in the course.  
 13/21
  
6. Describe how students were selected for the assessment.  
 All students present on BOTH days the tests were administered were counted in this assessment.

**Results**

1. Briefly describe the changes that were implemented in the course as a result of the previous assessment.  
 This is our first formal assessment for this course.
  
2. State each outcome from the master syllabus that was assessed.
  1. Students will use Latin and Greek prefixes, suffixes, and roots to help determine word meaning.
  2. Students will use context clues to help define unfamiliar words.
  3. Students will use their newly acquired pronunciation skills to aid in word recognition.
  
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.  
 Any student who demonstrates a positive increase in their raw test scores indicates a success. Each student has a pre and post test score, so the pre test score represents their bench mark. It isn't possible to differentiate the individual outcomes. In addition, it is probable that most students used a combination of these acquired skills to determine correct answers.
  
4. For each outcome assessed, indicate the standard of success used, and the percentage of students who achieved that level of success.

Please return completed form to the Office of Curriculum & Assessment, SC 247.

**COURSE ASSESSMENT REPORT**

Each positive increase from the pre test to the post test was considered a success, but because it is impossible to differentiate the skills, it is impossible to set different standards of success for these items.

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

**Strengths:** The strengths the students have demonstrated have been positive increases in the vocabulary sections of the Nelson Denny test. These gains are actual and should transfer to any reading situation. Students vocabularies have increased. The average gain was one and six months grade levels.

**Weaknesses:** One student only showed no gain--no loss in scores, but no gain. The pre and post test scores were the same. And it should be noted that this student had a significantly high grade level score at the outset--18<sup>th</sup> grade level or 2<sup>nd</sup> year college graduate level. One other student showed a one point improvement score, a two month increase in grade level. This student as well had quite a high entrance level--14<sup>th</sup> grade level, or a college sophomore level.

**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, along with a timeline for these actions.

We believe that one student showing no gain, and one student showing a gain of one point, do not constitute grounds for changing the course.

- 2. Identify any other 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.

Master syllabus

Change/rationale:

Curriculum

Change/rationale:

Course syllabus

Change/rationale:

Course assignments

Change/rationale:

Course materials (check all that apply)

Textbook

Handouts

Other:

Change/rationale:

Instructional methods

Change/rationale:

Other:

Change/rationale:

**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 Nelson Denny is considered a very reliable measure of student growth in vocabulary as well as in reading comprehension.

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

Please return completed form to the Office of Curriculum & Assessment, SC 247.

**COURSE ASSESSMENT REPORT**

Submitted by:

Name:

*Elizabeth Nam*

Date:

*7/13/06*

Department Chair:

*Elizabeth Nam*

Date:

*7/13/06*

Dean:

*SAH*

Date:

*07/13/06*