

Course Assessment Report
Washtenaw Community College

Discipline	Course Number	Title
Academic Skills	107	ACS 107 01/09/2018- College Reading and Study Skills
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: Self-evaluate and improve strengths and areas for academic growth in reading and study skills.

- Assessment Plan
 - Assessment Tool: Departmentally-created reflective capstone project
 - Assessment Date: Winter 2018
 - Course section(s)/other population: Representative sample of 20% of the enrolled students selected randomly from the students who finish the capstone project.
 - Number students to be assessed: Approximately 50 students
 - How the assessment will be scored: Departmentally-developed rubric
 - Standard of success to be used for this assessment: 75% of students will score 73% 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)
2017		

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

# of students enrolled	# of students assessed
238	191

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.

To increase the power of the assessment results, all of the students assessed in Fall 2017 were included in the analysis rather than a random sample of 20%. Additionally, rather than just look at students who completed all of the components of the capstone project, we used all of the students that attempted at least 1 part of the capstone project. Students not included in this data did not attempt the final assessment, withdrew from the course, or received an incomplete.

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 use a representative sample of 20% of the enrolled students selected randomly from the students who finished the capstone project.

To promote more meaningful results, we decided to include more students in the assessment. To that end, we used the data from all of the sections of ACS 107. The course is only taught in a face-to-face format so no data regarding blended or online sections exists.

Additionally, rather than blind grading, instructors graded the capstone project as a part of the course and then shared the results through the ACS Instructor Resource Site. These results were compiled for this assessment report.

All sections are taught face-to-face.

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

The assessment tool used for this outcome is a departmentally-created reflective capstone project which consists of summarizing four college-level career-based articles and a PowerPoint presentation.

The project is initiated during the last five weeks of the course, following ten weeks of skill development. The project includes a library presentation to instruct students on how to utilize the databases to access the required reading materials. The instructor teaches summarizing techniques as well as clarifying the project requirements using the ACS 107 capstone project rubric. Students have the opportunity to edit and re-edit to master the summarizing skill.

In addition to summarizing the articles, the students are required to create and present a PowerPoint presentation based on the career articles using the ACS 107 capstone project rubric.

Since the last assessment report, we have focused on instructor training and clear assessment expectations with all ACS 107 faculty. Now, all instructors are utilizing the same rubrics and instructions for the article summarizations and the PowerPoint capstone project. The grades assigned by the instructors in their courses are the grades used in this assessment report rather than grades assigned through blind grading.

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

For all of the included sections, the percentage of students with a score of 73% or greater was **83% (158/190)**.

The overall average score on the reflective research capstone project was **85% (106.70/125)**.

- The average score for Article 1 was **93% (23.28/25)**.
- The average score for Article 2 was **85% (21.32/25)**.
- The average score for Article 3 was **84% (21.03/25)**.
- The average score for Article 4 was **80% (19.95/25)**.
- The average score for the presentation portion of the project was **86% (21.46/25)**.

The standard for success was met.

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 threshold for learning outcome achievement was met. The project instructions and rubric seemed to guide students to effectively achieve the course outcomes across sections.

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 met the standard for success for this course. It is worth noting that the lowest average score appears to be on the fourth article. It is possible that the timing of this assignment in the semester means students have less time to devote to the article and less time to make revisions.

In our last assessment report, we also discussed the need for ongoing training for ACS 107 instructors on assessment expectations and rubrics. Since this training has been in place, the consistency of data available for analysis has increased (hence the large sample size for this report). We will continue these trainings to work towards even greater consistency in terms of grading and assessment data compilation.

We are also working to create greater alignment between ACS 107 and 108. As a result, we may modify the final assessment of course outcomes to create a smoother experience for students progressing from ACS 107 to ACS 108.

Outcome 2: Expand reading vocabulary and implement strategies to improve.

- Assessment Plan
 - Assessment Tool: Departmentally-created reflective capstone project
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 - Who will score and analyze the data: Department faculty will blind-score the reflective capstone project. The data will be analyzed by the 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)
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2017		
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2. Provide assessment sample size data in the table below.

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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.

Our assessment plan indicates that we will use a representative sample of 20% of the enrolled students selected randomly from the students who finished the capstone project.

To promote more meaningful results, we decided to include more students in the assessment. To that end, we used the data from all of the sections of ACS 107. The course is only taught in a face-to-face format so no data regarding blended or online sections exists.

Additionally, rather than blind grading, instructors graded the capstone project as a part of the course and then shared the results through the ACS Instructor Resource Site. These results were compiled for this assessment report.

All sections are taught face-to-face.

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

The assessment tool used for this outcome is a departmentally-created reflective capstone project; which consists of summarizing four college-level career-based articles and a PowerPoint presentation.

The project is initiated during the last five weeks of the course, following ten weeks of skill development. The project includes a library presentation to instruct

students on how to utilize the databases to access the required reading materials. The instructor teaches summarizing techniques as well as clarifying the project requirements using the ACS 107 capstone project rubric. Students have the opportunity to edit and re-edit to master the summarizing skill.

In addition to summarizing the articles, the students are required to create and present a PowerPoint presentation based on the career articles using the ACS 107 capstone project rubric.

Since the last assessment report, we have focused on instructor training and clear assessment expectations with all ACS 107 faculty. Now, all instructors are utilizing the same rubrics and instructions for the article summarizations and the PowerPoint capstone project. The grades assigned by the instructors in their courses are the grades used in this assessment report rather than grades assigned through blind grading.

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

For all of the included sections, the percentage of students with a score of 73% or greater was **83% (158/190)**.

The overall average score on the reflective research capstone project was **85% (106.70/125)**.

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- The average score for the presentation portion of the project was **86% (21.46/25)**.

The standard for success was met.

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 threshold for learning outcome achievement was met. The project instructions and rubric seemed to guide students to effectively achieve the course outcomes across sections.

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 met the standard for success for this course. It is worth noting that the lowest average score appears to be on the fourth article. It is possible that the timing of this assignment in the semester means students have less time to devote to the article and less time to make revisions.

In our last assessment report, we also discussed the need for ongoing training for ACS 107 instructors on assessment expectations and rubrics. Since this training has been in place, the consistency of data available for analysis has increased (hence the large sample size for this report). We will continue these trainings to work towards even greater consistency in terms of grading and assessment data compilation.

We are also working to create greater alignment between ACS 107 and 108. As a result, we may modify the final assessment of course outcomes to create a smoother experience for students progressing from ACS 107 to ACS 108.

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 this assessment, the threshold for learning outcome achievement was met. The project instructions and rubric seemed to guide students to effectively achieve the course outcomes across sections. In addition, the instructions and rubric provided continuity between instructors.

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

We will share this information with Department faculty at the next required Departmental faculty meeting.

3. Intended Change(s)

Intended Change	Description of the change	Rationale	Implementation Date
Objectives	We may modify the course objectives to create a smoother experience for students progressing from ACS 107 to ACS 108.	We are also working to create greater alignment between ACS 107 and 108.	2018
Course Materials (e.g. textbooks, handouts, on-line ancillaries)	We have created a course master site in Blackboard and have built all of the assignment instructions and rubrics into that course. Instructors will grade using the Blackboard rubrics and download the appropriate columns from the Grade Center for assessment purposes. These spreadsheets will be uploaded at the end of each term in the ACS Instructor Resource Site. The use of Blackboard rubrics will allow for easier data compilation.	The use of Blackboard rubrics will allow for easier data compilation and ensure that everyone (even new instructors) are using the same instructions and rubrics.	2018

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

5.

III. Attached Files

[Data Instructions and Rubrics](#)

Faculty/Preparer:

Jessica Hale

Date: 01/10/2018

Department Chair: Jessica Hale **Date:** 01/10/2018
Dean: Kristin Good **Date:** 01/11/2018
Assessment Committee Chair: Michelle Garey **Date:** 02/26/2018

Course Assessment Report
Washtenaw Community College

Discipline	Course Number	Title
Academic Skills	107	ACS 107 02/16/2017- College Reading and Study Skills
Division	Department	Faculty Preparer
Humanities, Social and Behavioral Sciences	Academic Skills	Jean Morrison
Date of Last Filed Assessment Report		

I. Assessment Results per Student Learning Outcome

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 - Standard of success to be used for this assessment: 75% of students will score 73% 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)
2016		

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

# of students enrolled	# of students assessed
251	50

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.

This was a sampling of 20% of the enrolled students selected randomly from those who finish the capstone project.

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.

A sampling from every section is included with the exception of two sections that did not submit appropriate data. This course is only taught 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 assessment tool used for this outcome is a departmentally-created reflective capstone project; which consists of summarizing four college level career based articles and a Power Point presentation. The project is initiated during the last five weeks of the course following ten weeks of skill development. The project includes a library presentation to instruct students on how to utilize the databases to access the required reading materials and the instructor teaches summarizing techniques as well as clarifying the project requirements using the ACS 107 capstone project rubric. Students have the opportunity to edit and re-edit to master the summarizing skill.

In addition to summarizing the articles, the students are required to create and present a Power Point presentation based on the career articles using the ACS 107 capstone project rubric.

Prior to Fall 2016, not all instructors were using the same rubric. As of Fall 2016, all instructors are utilizing the same rubrics for the article summarizations and the Power Point capstone project.

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

Five students were randomly selected by assigning each student a number to secure anonymity in ten of the twelve ASC 107 sections offered during Fall 2016 totaling fifty students (no usable data collected from two of the sections). An

excel spreadsheet was created with the scores from each of the four articles, the Power Point presentation, and the total capstone points and percentages.

The analysis of the data from the representative sample indicated 82% of students scored 73% or higher on the reflective capstone project. The standard for success for this learning outcome is 75%, thus the standard of success has been met.

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

82% of students met the standard of success, which is an indicator the learning objectives taught provided students with the skills they can apply to college level reading. The strengths of the course are teaching the appropriate transferable skills: comprehensive textbook reading skills, vocabulary development, learning styles, time management, note-taking, reading rate strategies, test-taking and 21st century literacies.

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 data for this assessment report is only from one semester, therefore to ensure the rubric is accurately reflecting students success, the following will be initiated in 2017-2018:

- training exercise using student capstone project and the rubric with all ACS 107 instructors at the beginning of each semester. Rubric scores will be compared and discussed to confirm consistent use of the rubric.
- Rubric will be re-evaluated as necessary.

Outcome 2: Expand reading vocabulary and implement strategies to improve.

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Prior to Fall 2016, not all instructors were using the same rubric. As of Fall 2016, all instructors are utilizing the same rubrics for the article summarizations and the Power Point capstone project.

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

82% of students met the standard of success, which is an indicator the learning objectives taught provided students with the skills they can apply to college level reading. The strengths of the course are teaching the appropriate transferable skills: comprehensive textbook reading skills, vocabulary development, reading rate strategies, and 21st century literacies.

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 data for this assessment report is only from one semester, therefore to ensure the rubric is accurately reflecting students success, the following will be initiated in 2017-2018:

- training exercise using student capstone project and the rubric with all ACS 107 instructors at the beginning of each semester. Rubric scores will be compared and discussed to confirm consistent use of the rubric.
- Rubric will be re-evaluated as 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?

Since the revision of the rubric for Fall 2016, the consistency of course instruction and materials is meeting the needs of the students. We will continue to review as necessary.

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

This information was shared at the monthly department meeting.

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?

5.

III. Attached Files

[Capstone Project Data](#)

[Article Summary and Power Point presentation Rubri](#)

Faculty/Preparer: Jean Morrison **Date:** 03/21/2017

Department Chair: Bonnie Arnett **Date:** 03/21/2017

Dean: Kristin Good **Date:** 03/23/2017

Assessment Committee Chair: Ruth Walsh **Date:** 03/31/2017

COURSE ASSESSMENT REPORT

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: We expected to see improvement of 2 scale points on every measure of the LASSI for at least 50% of enrolled students.

Learning and Study Skills Inventory (LASSI) Scores: 20 Sections - 440 Students enrolled, 309 Students assessed

70% of the students were assessed.

The LASSI, (self-report instrument) measures ten areas which are directly related to the outcomes and objectives of this course: anxiety, attitude and interest, concentration, information processing, motivation, self-testing, selecting main ideas, use of support techniques, time management principles and test strategies. The LASSI scale varies for each measure ranging from about 10 to 40. Each score can be compared to a percentile. An increase on a measure of 2 scale points reflects an increase of 5 to 10 percentile points.

For our last report in winter 2008, we only looked at the average increase and felt that we had met our goal. **Table I** shows similar positive results for the current data.

Table I:

	Average Pre Test Scale Score	Average Post Test Scale Score	Average Difference in Scale Score
ANXIETY (ANX)	22.0	26.5	+ 4.5
ATTITUDE & INTEREST (ATT)	31.0	33.4	+ 2.4
CONCENTRATION (CON)	24.4	29.1	+ 4.6
INFORMATION PROCESSING (INP)	26.6	30.5	+ 3.9
MOTIVATION (MOT)	30.3	33.3	+ 3.0
SELF-TESTING (SFT)	23.8	28.1	+ 4.3
SELECTING MAIN IDEAS (SMI)	25.1	29.7	+ 4.6
USE OF SUPPORT TECHNIQUES (STA)	24.7	27.6	+ 2.9
TIME MANAGEMENT (TMT)	24.2	28.2	+ 4.0
TEST STRATEGIES (TST)	26.4	30.0	+ 3.6

COURSE ASSESSMENT REPORT

For this report, in addition to examining the average increase, we looked at the data in more detail so that we could identify those students who had increased by 1 scale point, 2 scale points and 5 scale points. **Table II** shows the percent increase for assessed students. For every measure, we met our goal of a 2 scale point increase.

Table II:

	Improved by:		
	+ 1 scale score	+ 2 scale score	+ 5 scale score
ANXIETY (ANX)	229 (74%)	204 (66%)	133 (43%)
ATTITUDE & INTEREST (ATT)	202 (65%)	164 (53%)	76 (25%)
CONCENTRATION (CON)	242 (80%)	221 (72%)	141 (46%)
INFORMATION PROCESSING (INP)	237 (77%)	214 (69%)	122 (40%)
MOTIVATION (MOT)	212 (69%)	174 (56%)	105 (34)
SELF-TESTING (SFT)	227 (73%)	195 (63%)	138 (45%)
SELECTING MAIN IDEAS (SMI)	229 (74%)	206 (67%)	147 (48%)
USE OF SUPPORT TECHNIQUES (STA)	205 (66%)	176 (57%)	100 (32%)
TIME MANAGEMENT (TMT)	221 (72%)	197 (64%)	130 (42%)
TEST STRATEGIES (TST)	212 (69%)	186 (60%)	113 (37%)

COURSE ASSESSMENT REPORT

Outcome 2: We expect to see increases in speed (words per minute) of 50% to 75% with comprehension above 75% for at least 50% of the enrolled students.

Speed Reading Scores: ACS 107 Fall 2010 - 20 Sections - 440 students enrolled, 331 Students assessed

75% of the students were assessed.

For our last report in winter 2008, we only looked at the average increase in speed and comprehension and thought we had met our goal. Table III shows similar positive results for the current data.

Table III:

	Pre-Test	Post-Test	Difference
Speed (words per minute)	Avg. 193.4 wpm	Avg. 360.7 wpm	Avg. increase 167.3 wpm
Comprehension Score (%)	Avg. 80.8 %	Avg. 80.1 %	Avg. decrease -0.7 %

For this report, in addition to examining the average increase, we looked at the data in more detail so that we could identify the percent of students who had both increases in speed of 50% to 75% and who had comprehension above 75%. We were surprised to see that we did not meet our goal.

Table IV:

Number of Students with a post-test comprehension of 75% or more	226
Number of students with an increase in reading speed of 50% or more	219
Number of students with both a post-test comprehension of 75% or more and an increase in reading of 50% or more	146
Percent of students with both a post-test comprehension of 75% or more and an increase in reading of 50% or more	44%

Examining the data more closely we looked back at the pre-and post-tests and realized that they each only have 10 questions making it impossible to score 75%. By specifying 75% as the comprehension goal, we were in fact requiring 80%.

We decided to find out the percent of students with both a post-test comprehension of 70% or more and an increase in reading of 50% or more.

Table V:

Number of Students with a post-test comprehension of 70% or more	288
Number of students with an increase in reading speed of 50% or more	219
Number of students with both a post-test comprehension of 70% or more and an increase in reading of 50% or more	188
Percent of students with both a post-test comprehension of 70% or more and an increase in reading of 50% or more	57%

COURSE ASSESSMENT REPORT

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.*

Outcome 1:

The average increase for all of the LASSI measures exceeded our goal of a 2 scale point increase for 50% of students assessed.

Outcome 2:

We expected to see increases in speed (words per minute) of 50 – 75% with comprehension above 75% for at least 50% of the enrolled students.

Good news:

The average increase in reading speed was 167 words per minute (pre-test avg. speed of 193 wpm & post-test avg. speed of 360 wpm.) This is slightly higher than the average reading speed of 350 wpm for incoming freshmen at four year institutions. We feel that this is a significant accomplishment for our developmental ACS 107 students. In terms of reading comprehension, outcome 2 on the syllabus says that students will not experience a loss of comprehension. The average change in comprehension was -.1% which is a negligible decrease.

- A. 229 (69%) increased their overall reading speed by 50% to 75%. We met our goal on this part of the statement.
- B. 219 (66%) had reading comprehension at 75% or higher. We exceeded our goal on this part of the statement.

Bad news:

However, when these two parts of the statement are combined, only 44% of students met the whole goal.

Another look for good news:

- C. 288 (87%) had reading comprehension at 70% or higher. Combining C with B, we find out that 188 (57%) had comprehension at 70% or more and increase in reading speed of 50% or more. This is very positive.

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

Strengths: For both outcomes, students who complete the course show significant improvement.

Weaknesses: In terms of measuring comprehension, we need to change to a pre-and post-test format with more than 10 questions or lower the comprehension criteria to 70% or more.

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.

In addition the changing assessment criteria for outcome 2, we are going to start using the on-line LASSI assessment for outcome 1. Currently, students are required to add columns of numbers for both the pre-and post- tests. We believe, that in some cases, students might show greater gains if their calculations were more accurate. The on-line self-assessment will ensure accuracy in tabulation.

We will also change the speed reading assessment from the *Effective Reading Program* to the *Read Faster and Understand More* materials because these materials are more up-to-date.

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

COURSE ASSESSMENT REPORT

Change/rationale: We will change the wording for outcome 2.

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: course pack materials to include pages and tests from *Read Faster Understand More*, on-line LASSI registrations numbers.

g. Instructional methods
Change/rationale:

h. Individual lessons & activities
Change/rationale:

3. What is the timeline for implementing these actions?

The Master Syllabus will be revised in Spring 2011, and the new materials will be in place for Fall 2011.

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.

(Please see answer in Section III.)

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

(Please see answer in Section III.)

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 2014

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

Submitted by:

Print: Joan Lippens Signature *Joan Lippens* Date: 4/1/2011
Faculty/Preparer
Print: Joan Lippens Signature *Joan Lippens* Date: 4/1/2011
Department Chair
Print: Bill Abernethy Signature *Bill Abernethy* Date: APR 21 2011
Dean/Administrator

COURSE ASSESSMENT REPORT

I. Background Information

1. Course assessed: College Study Skills and Speed Reading
 Course Discipline Code and Number: ACS 107
 Course Title: College Study Skills and Speed Reading
 Division/Department Codes: Humanities and Social Sciences

2. Semester assessment was conducted (check one):
 Fall 20__
 Winter 2008 and 5 previous semesters (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
 Capstone experience (specify):
 Other (specify): LASSI - Learning and Study Skills Inventory (Student self-assessment) for Outcome 1
 Speed Reading - Effective Reading Program pre and post test for Outcome 2

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.

No.

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:

LASSI – Spring 2006, Fall 2006, Winter 2007	Total assessed students: 280 in 28 sections Total enrolled students: 629 in 32 sections
Speed Reading – Spring 2006, Fall 2006, Winter 2007	Total assessed students: 270 in 23 sections Total enrolled students: 629 in 32 sections
LASSI – Spring 2007, Fall 2007, Winter 2008	Total assessed students: 328 in 26 sections Total enrolled students: 618 in 31 sections
Speed Reading – Spring 2007, Fall 2007, Winter 2008	Total assessed students: 317 in 25 sections Total enrolled students 618 in 31 sections

6. Describe how students were selected for the assessment.

Although our assessment plan indicates we will assess students in at least one half of the offered sections, all sections of ACS 107 for the above six semesters completed the pre-test and post-test for both the LASSI and the Speed Reading assessments. The differences in the number of students assessed compared to the number of students enrolled arises because occasionally a part-time instructor did not submit a section of the collected data to the support staff for entering into the data file and/or 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. In fall 2008, we are changing the textbook bundle to include a CD-ROM of the Ultimate Speed Reader software so that students can use it at home as well as on campus.

2. State each outcome (verbatim) from the master syllabus for the course that was assessed.
 1. Self-evaluate and improve strengths and areas for academic growth in learning and study skills.
 2. Make consistent improvement (50% - 75% increase) in speed with little loss in comprehension.
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 Learning and Study Skills Inventory (LASSI) is a self-report instrument that covers ten areas which are directly related to the objectives of this course. The LASSI measurement has a 40 point scale.

LASSI – Spring 2006, Fall 2006, Winter 2007

Learning Categories	Average Difference
anxiety	+ 2.69
attitude and interest	+2.27
concentration	+4.10
information processing	+3.81
motivation	+2.82
self-testing	+4.44
selecting main ideas	+4.58
use of support techniques	+3.34
time management principles	+4.56
test strategies	+3.60

LASSI – Spring 2007, Fall 2007, Winter 2008

Learning Categories	Average Difference
Anxiety	+ 3.03
attitude and interest	+1.91
concentration	+4.79
information processing	+3.45
motivation	+3.07
self-testing	+4.68
selecting main ideas	+4..35
use of support techniques	+2.60
time management principles	+3.85
test strategies	+2.89

COURSE ASSESSMENT REPORT

Outcome 2: The Effective Reading pre-test and post-test are timed tests that measure student reading speed in words per minute and the percent of comprehension.

Speed Reading – Spring 2006, Fall 2006, Winter 2007

Speed (words per minute)	Average Pre test	Average Post-test	Average Difference
	192.2 wpm	352.9 wpm	+160.7 wpm
Comprehension Score (%)	79.8%	78.9%	-0.9%

Speed Reading – Spring 2007, Fall 2007, Winter 2008

Speed (words per minute)	Average Pre test	Average Post-test	Average Difference
	189.7 wpm	371.1 wpm	+181.7 wpm
Comprehension Score (%)	79.5%	78.0%	-1.5%

- 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 increase on the 40 point scale, but we were not specific as to the degree of improvement. (A two point increase on the 40 point scale equates to a rise of five percentile points.) We achieved an increase between 1.9 and 4.68 points on every measure for all six terms. We evaluated the data using average scores for the total students.

For Outcome 2, we wanted to see an increase of 50 – 75% in reading speed with little to no loss of comprehension. In the six semesters measured, the reading speed was almost doubled with no significant loss of comprehension. We evaluated the data using average scores for the total students.

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

Strengths: The strength is that students complete the course with increased study skills and reading speeds that will make them successful in future college courses.

Weaknesses: The only weakness is the amount of time available in one semester. The slight drop in comprehension (-0.9% and -1.5%) always occurs as students increase their reading speeds. If students continue to practice the techniques learned in class their comprehension should reach 80% again.

III. Changes influenced by assessment results

- If weaknesses were found (see above) or students did not meet expectations, describe the action that will be taken to address these weaknesses.

We now include a CD ROM with our course materials so that students can continue to practice their speed reading techniques after the completion of the class in order to maintain and consolidate speed gains and stabilize comprehension.

- 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.
 - Outcomes/Assessments on the Master Syllabus
Change/rationale:

COURSE ASSESSMENT REPORT

- 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) CD-ROM for Ultimate Speed Reader included with course materials.
 - Textbook
 - Handouts
 - Other:
- g. Instructional methods
Change/rationale:
- h. Individual lessons & activities
Change/rationale:

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: 2009

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

Submitted by:

Name: Joan Lippens *Joan Lippens* Date: June 18, 2008
Print/Signature

Department Chair: Elizabeth Warner *Elizabeth Warner* Date: June 18, 2008
Print/Signature

Dean: Bill Abernethy *18915* Date: JUN 25 2008
Print/Signature

logged 6/27/08 sj ✓