

**Course Assessment Report**  
**Washtenaw Community College**

Discipline	Course Number	Title
English	140	ENG 140 07/01/2021- Horror and Science Fiction
College	Division	Department
Humanities, Social and Behavioral Sciences	Humanities, Social and Behavioral Sciences	English & College Readiness
Faculty Preparer		Bill Abernethy
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: Use literary vocabulary to analyze literature in the horror and/or science fiction genres in an author project.

- Assessment Plan
  - Assessment Tool: Author project
  - Assessment Date: Spring/Summer 2012
  - Course section(s)/other population: all
  - 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: 75% will score 2 (of 3) or higher
- Who will score and analyze the data: departmental faculty will "blind-score" the projects

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	

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

# of students enrolled	# of students assessed
27	22

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.

One section of the course was offered during Winter 2021. Five students withdrew/stopped attending.

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.

The section was offered in a virtual format.

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

Essays were gathered by the instructor and shared with the reviewer. The essays were reviewed using a departmentally-developed rubric. The rubric was as follows:

0 = Does not meet expectations

1 = Meets expectations

2 = Exceeds expectations

Students were required to score either a 1 or 2 in order to meet the standard of success. A score of 0 meant they did not 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: <u>Yes</u>
For this outcome, 19 of 22 students (86%) scored 1 or 2 (satisfactory or higher) on the rubric for outcome #1. Only 3 students scored 0. Students are clearly able to use literary vocabulary and terms appropriately.

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

Students are able to use literary vocabulary in the analysis of prose; prose criticism does not make as heavy use of technical terms as does poetry for example. Therefore, I have no concerns about the slightly lower scores on this outcome when compared to outcome #2.
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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 are doing well, using as many technical terms as is appropriate for the analysis of prose.
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Outcome 2: Apply critical thinking skills of observation, explanation and interpretation to evaluate works in the horror and/or science fiction genres.

- Assessment Plan
  - Assessment Tool: Author project
  - Assessment Date: Spring/Summer 2012
  - Course section(s)/other population: all
  - 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: 75% will score 2 (of 3) or higher
  - Who will score and analyze the data: departmental faculty will "blind-score" the projects

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	

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

# of students enrolled	# of students assessed
27	22

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.

One section of the course was offered during Winter 2021. Five students withdrew/stopped attending.

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.

The section was offered in a virtual format.

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

Essays were gathered by the instructor and shared with the reviewer. The essays were reviewed using a departmentally-developed rubric.

The rubric was as follows:

0 = Does not meet expectations

1 = Meets expectations

2 = Exceeds expectations

Students were required to score either a 1 or 2 in order to meet the standard of success. A score of 0 meant they did not 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

For outcome #2, 21 of 22 students (95%) scored 1 or 2 (satisfactory or higher) on the rubric. Only one student did not meet the standard of success. Students are clearly able to apply critical thinking skills in the evaluation of literary works.

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

I was very impressed with the students' ability to think critically in the interpretation, explanation and evaluation of literature.

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 are doing well, using critical thinking skills as is appropriate for the analysis of prose.

### 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.

N/A

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?

Students did very well in this course. I was surprised at how well the students performed on this essay. They were particularly strong in applying critical thinking skills. Overall, 86% (19 of 22) of students scored "satisfactory or above" on both outcomes.

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

I will present results at the next department meeting.

4. Intended Change(s)

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

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

6.

### III. Attached Files

[ENG 140 data](#)

<b>Faculty/Preparer:</b>	Bill Abernethy	<b>Date:</b> 07/19/2021
<b>Department Chair:</b>	Carrie Krantz	<b>Date:</b> 07/20/2021
<b>Dean:</b>	Scott Britten	<b>Date:</b> 07/21/2021
<b>Assessment Committee Chair:</b>	Shawn Deron	<b>Date:</b> 10/28/2021

**COURSE ASSESSMENT REPORT**

**I. Background Information**

1. Course assessed:  
 Course Discipline Code and Number: ENG 140  
 Course Title: Horror and Science Fiction  
 Division/Department Codes: HSS

2. Semester assessment was conducted (check one):  
 Fall 2006\_\_  
 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): Reading notes

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.

16/27

6. Describe how students were selected for the assessment.

All students' work on one assignment, the first set of reading notes, was used. This deviates from our planned method, using 20% of students' work from all sections, due to human error. However, because there are only two sections, we do not believe this to be a significant difference. The problem can be corrected next year. The reason for the low number of students participating is that only 16 students completed the assessment exercise. The remaining students never turned in the artifact.

**II. Results**

- Briefly describe the changes that were implemented in the course as a result of the previous assessment.  
 This is the first time the course has been assessed.
- State each outcome (verbatim) from the master syllabus for the course that was assessed.  
 Students will read works by major authors in the horror and science fiction genres and identify these works' major themes, elements, and techniques.
- 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.**  
 81.2% of the students passed at a "C" level or better according to a blind grading procedure. The students who participated are doing a good job of fulfilling the assessed outcome; however, not enough students are submitting artifacts. (A summary of the data collected is found above.)
- 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.**  
 70% of the students assessed will achieve a score of 75% or better. (See scoring rubric attached.)

**COURSE ASSESSMENT REPORT**

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

Strengths: The students who participated in the assessment project displayed a high degree of competence in the areas of literary analysis, and they demonstrated clearly that they had read the assignment.

Weaknesses: Not enough students participated. We need to find ways to improve the level of student participation.

**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.

Adjustments will be made to course materials, instructional methods, and lessons in order to increase student participation in reading notes exercise.

- 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  
Change/rationale:

- b.  Objectives/Evaluation on the Master Syllabus  
Change/rationale:

- c.  Course pre-requisites on the Master Syllabus  
Change/rationale:

- d.  1<sup>st</sup> Day Handouts  
Change/rationale:

- e.  Course assignments  
Change/rationale:

- f.  Course materials (check all that apply)
  - Textbook
  - Handouts Examples of previous students' reading notes
  - Other:

- g.  Instructional methods  
Change/rationale: We will spend more time in class discussing the purpose and importance of reading notes; I will take them up more frequently; and I will give more direct instruction in ways students can fulfill this assignment.

- h.  Individual lessons & activities  
Change/rationale: We will look at examples of previous students' reading notes and practice taking notes in class.

- 3. What is the timeline for implementing these actions? Beginning Winter 2007

**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.

Effective

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

- 3. Which outcomes from the master syllabus have been addressed in this report?

All \_\_\_\_\_ Selected   X  

If "All", provide the report date for the next full review: \_\_\_\_\_.

**COURSE ASSESSMENT REPORT**

If "Selected", provide the report date for remaining outcomes: 2007

**Submitted by:**

Name: CHARLES AVINGER / Charles Avinger Date: 11/29/06  
Print/Signature DEBORAH BAYER / Deborah Bayer 1/2/07

Department Chair: [Signature] Date: 1/2/07  
Print/Signature

Dean: [Signature] Date: JAN 08 2007  
Print/Signature